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ABSTRACT

GRADES OR AGES: Grades 5, 6, 7 and 9. SUBJECT MATTER: Family living and sex education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has four chapters, one for each grade: 1) "Discovering Yourself," 2) "Growing up in Relationships with Others," 3) "Adolescent Development," and 4) "Understanding Maturity." Each chapter begins with an introduction, objectives, and course overview, followed by individual lesson plans. A vocabulary list is given at the end of each lesson, and there is a glossary defining terms at the end of the guide. The guide is mimeographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: The objectives are set out at the beginning of each chapter. Activities suggested include discussions and questions, and the viewing of films and transparencies. INSTRUCTIONAL MATERIALS: Films, filmstrips, and transparencies to be used are indicated in each lesson plan. There is also a short bibliography. STUDENT ASSESSMENT: Evaluation forms are included for each grade. There are also pretests to assess the knowledge of the class for grades 6, 7 and 9. (MBM)

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Curriculum Guide

-grades 5,6,7 and 9-

Family Living and Sex Education

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Portland Public Schools
Portland, Maine

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FOREWORD

The family living and sex education program is beginning its third year in the city of Portland.

These courses are presently voluntary and require the signature of a parent or guardian.

Companion courses are offered for the parents prior to presentation in the classroom.

The curriculums are team taught by a male and female.

The classes are coeducational.

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UNIT I

INTRODUCTION

The years between childhood and puberty are a time of rapid growth for each individual. This is a period of high curiosity, alertness, and eagerness to learn. Children now are interested in their bodies, and are ready for scientific and direct teaching in the processes of total health. There also is increasing awareness of sex, which is sometimes accompanied by exploration and shocking language. At this time boys and girls are beginning to accept their sex roles. The girl is very interested in other girls, and developing skills associated with women, while the boy has a strong identification with the males of his age and generally leaves girls to play by themselves. He has serious thoughts on sex and is apt to acquire misinformation from older boys. Education, which would precede and counteract this misinformation, is very essential. The child should acquire at this time the details of sex, related to reproduction and to his sex identity. At this time the boys and girls are less aware of each other than in later years, and can receive this information very objectively.

INSTRUCTIONAL OBJECTIVES

GRADE 5

1. To answer boys' and girls' questions in an honest and straightforward manner.
2. To develop an appreciation and an understanding that all life reproduces itself in a similar manner, but humans are created out of love, while other forms of life are instinctive.
3. To develop an understanding of puberty and relieve fears and anxieties about natural growth and development.
4. To understand the reproductive system and the organs of elimination.
5. To help boys and girls develop an understanding and responsibility of their role as a member of a family unit.
6. To develop an appreciation for the uniqueness and similarities of individuals so as to help boys and girls communicate with others effectively and with dignity.
7. To develop a scientific vocabulary which permits a dignified discussion of natural processes.

Sex Education and Family Living

Course Overview

Grade Five

Lesson 1	Overview Film; "The Day Life Begins"
Lesson 2	Animals Reproduction and Birth Diagrams
Lesson 3	The Changing Boy Understanding Physical Changes Filmstrip; "Becoming A Man" Vocabulary - Transparencies
Lesson 4	The Changing Boy Understanding Emotional Changes Write Questions Teachers Answer Questions
Lesson 5	The Changing Girl Understanding Physical Changes Filmstrip; "Becoming A Woman" Vocabulary Transparencies
Lesson 6	The Changing Girl Movie; "Story of Menstruation" Vocabulary - Charts Booklet Separate Boys and Girls For Discussion
Lesson 7	The Changing Girl Understanding Emotional Changes Write Questions Teachers Answer Questions
Lesson 8	Fertilization and Birth Vocabulary - Charts Transparencies
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Lesson 10	Human Relationships Filmstrip; "Maturing Boys and Girls" Large Group Discussion
Lesson 11	Human Relationships Small Discussion Groups Evaluation
Lesson 12	Course Summary Evaluation Sheets Discussed Review Game

UNIT I DISCOVERING YOURSELF

Lesson 1 Orientation

The first lessons determine the tone of the course. Students should be made as comfortable as possible. One teacher could stand at the door and greet the children as they enter. Time should be allowed for the children to get over their embarrassment and nervous giggles. It is essential that no questions be asked of the students. Humor should be used with caution.

Introduction	Brief description of the city's program Introduction of instructors
Parent Companion Courses	Parents have not had the opportunity for a course such as this. They want to learn the vocabulary that we will be using and see the films and filmstrips that students will see. Course will help parents and child communicate more easily about family living and sex life.
Team Teachers	Differences in background, opinions, and training. Different viewpoint of a man and a woman. More comfortable for students and teachers. Better organization and more flexibility with team planning.
Title and Explanation of the Course	What is Family Living and Sex Education? Study the facts of life. 1. Animals 2. Humans Learn to understand self 1. Attitudes 2. Emotions 3. Reactions 4. Individual differences Learn to communicate with-- 1. Parents 2. Siblings 3. Adults 4. Peers

Learn sexual identities
1. What it is to be a girl?
2. What it is to be a boy?

Course overview.

Class Procedures

Your verbal and written questions will be the most important part of the course.
1. You are free to ask questions at any time.
2. Question box
3. All students will pass in a piece of paper with no name on it which may be left blank or have a written question(s). Don't worry about spelling.
4. You will not be required to ask or answer any questions.
5. We will try to answer any serious questions that you are wondering about, and really want answered.
6. We will respect the privacy of each other.
7. No grades.

What We Hope To Achieve

Student will form favorable attitudes towards himself and others in relation to family living and reproduction.

You can discuss your concerns about normal and abnormal behavior.

Use of scientific vocabulary. We know the slang words but we are not going to use them. They are emotionally loaded and socially unacceptable.

Help you deal with any problems, fears, or misunderstandings that you may have.

Mutual Respect

We ask that you be kind and respect other members of the class and the instructors.

We will not laugh "at" or ridicule each other.

Film

Show the film,"The Day Life Begins."
23 minutes

This film tells about the creation of life from one-celled animals to humans.

Life begins with an egg, and all life reproduces its own kind.

After discussing the reproduction of animals by instinct, Dr. Milton Levine discusses the miracle of human birth.

Lesson 2

The fifth grade child is normally inquisitive and curious about all living things around him. This lesson deals with the fertilization and birth of plants and animals. The purpose of the lessons are to clear up questions on the reproduction of plants and animals, and to utilize vocabulary terms that are similar to the human reproductive system. At this time, the differences between the roles in reproduction for humans and animals can be cited.

Where plants come from

Seeds

There are many different kinds and shapes of seeds--

Big, small, round, flat, wings, hidden inside, pods, roots. (Use diagram to show different kinds and shapes of seeds.)

Where do they come from?

This special place is called the ovary.

Is is in the flower just above the point where the flowers join the stem. (Use diagram to illustrate.)

There are many different kinds of flowers, but they have one thing in common: they reproduce very much in in the same manner.

Stamen

Reproduction in the flower is started by the stamen.

The stamen is named the male reproductive organ for it produces a cell called pollen.

The pollen will find its way into the female organ where it will fertilize the egg cell and reproduction will be carried out.

Ovary

The female organ of the flower is made up of an ovary, containing one or more female cells called eggs or ovules, and a sticky area at the top.

The arrival of the pollen grains onto the top of the ovary stimulates the growing of a pollen tube from the pollen grain down until it reaches the ovary.

The pollen can then pass down the tube and meet an ovule.

	When these two cells meet, the two cells become as one, and a new life is started inside the flower.
	We call this fertilization.
Cross-pollination	The flower usually reproduces by cross-pollination.
	Cross-pollination means that the pollen from the stamen of one flower is transferred to the ovary of another.
	This cross-pollination occurs either by some of the pollen being carried by insects, birds, or water, or being blown by the wind.
Where animals come from Eggs	The mother has ovaries which make the eggs.
Sperm	The father has testes which make the sperm.
Sperm joins the egg in different ways	The way the sperm and egg meet determines where the fertilized egg will grow into new life.
Fish	Sometimes the sperm from the father and the egg from the mother meet in the water; this is where the eggs of most fish have their homes or nests.
Fertilization Use of charts	The mother fish has two ovaries where the eggs develop. She lays the eggs and her job is completed.
	The male fish swims over the nest and deposits sperm from an opening under his body near his tail.
	The sperm cells cover the eggs and the eggs are fertilized.
	This is an unsafe nest. (Use chart of fish to illustrate.)
Frogs	The mother has ovaries and the male frog has testes.
	The male sits on the mother frog's back, and presses his large thumbs against the mother frog's side.

	This causes several thousand eggs to come out of the female frog.
	As the eggs come out, the father pours his sperm cell over them. (Use chart of frog to illustrate.)
Fertilization	If one of the father frog's sperm cells reaches and enters one of the eggs, the egg will be fertilized and begin to grow.
	Again this is not a safe nest for many kinds of eggs to grow in. If there is no nest, the eggs float around in water or attach to weeds or twigs.
Birds and chickens	(Use chart) A nest is made before fertilization.
Two openings	The male jumps on mother's back and presses very closely at one spot.
	This is the spot where the male has a very small hole in his body.
	The hen has a very small hole by her tail feathers too.
	The male tries to get his tiny hole right next to the tiny hole in the female.
Mating	Then he sends sperm cells from a place inside his body to a place inside hers where she keeps eggs.
	One sperm gets inside one egg.
	A hard shell covers the egg and the female lays the egg.
	This nest is a safer place to grow.
Oviduct	The oviduct is a long tube inside the mother hen that leads to the ova or eggs.
	Almost every day in a hen's life one of her eggs gathers a lot of food around it and enters the oviduct.
Yolk	The food that the egg gathers around it is a yellow color.
	It is called yolk.

Germspot	A little white cloudy spot on the egg yolk is called the germspot.
	If no sperm cells from the father are in the germspot, no chick can grow.
Fertilization	Sperm cells are now in the oviduct and swim toward egg.
	One sperm will meet egg in the germspot.
	Now the germspot can start growing into a chick.
	As the egg comes down the oviduct, it is surrounded by egg white.
	Then two sacs cover around the egg.
	At last, a hard shell covers the egg.
Dog-Female	(Use chart of dog to illustrate.) The dog has a different nest.
	The female dog has eggs in her ovaries.
	There are tiny tubes leaving the ovaries.
	The female's eggs are waiting in the tiny tubes for the male dog's sperm cells.
	The female has an opening outside her body that leads inside her body to where she stores her eggs.
	This opening is right by the mother's tail and is called the vagina.
Vagina	The opening called the vagina is where the father dog's sperm cells can get inside the mother dog to meet with her eggs.
Male Testes	Sperm cells are made in the father dog's testes.
Penis	The father dog has a special part of his body called the penis to help his sperm make the trip.
	It looks like a finger.

Copulation

(Mating)

When the male wants his sperm to enter the mother (female), he climbs upon her back and puts his penis into the female dog's opening (vagina) and sends many, many sperm cells into her body.

This is called mating.

Fertilization

The sperm cells have little tails; sperm cells move their tails back and forth so they can swim.

The sperm cells swim to meet the female's egg.

When one of the father's sperm cells enters one of the mother's eggs, the egg is fertilized.

Instead of the fertilized egg dropping out of the mother dog's body, the egg begins growing in a nest inside the mother.

Uterus

This nest is called the uterus, and is where the fertilized egg will grow into a puppy.

When grown, the puppy leaves the mother through an opening by the tail called the vagina (birth canal).

GESTATION PERIODS OF COMMON ANIMALS

NAMES OF ANIMALS AND THEIR YOUNG

Animal	Male	Female	Young	Group	Approximate Gestation Period
Albatross (Royal)			fledgling	flock	81 days*
Antelope	buck	doe	kid	herd	9 months
Bear	boar	sow	cub	sloth	6-8 months
Beaver			kit pup	colony family	3 months
Bobcat	tom	lioness	kit		50 days
Cat	tom	puss	kitten	clowder	63 days
Cattle	bull	cow	calf	herd drove	9 months
Chicken	cock rooster	hen	chick	flock	21 days*
Deer	buck hart stag	doe hind roe	fawn	herd	7 months
Dog	dog	bitch	pup	kennel	58-63 days
Donkey	jackass	jennet jenney	foal colt	pace	12 months
Elephant	bull	cow	calf	herd	20-22 months
Fox	reynard	vixen	cub pup	skulk	49-55 days
Giraffe	bull	cow	calf	herd	14-15 months
Goat	billy buck	nanny doe	kid	herd	151 days
Goose	gander	goose	gosling	flock gaggle	30 days
Hog	boar	sow	shoat farrow piglet	herd drove	114 days
Horse	stallion stud	dam mare	foal colt (male) filly (female)	herd	11 months
Kangaroo	buck boomer	doe flier	joey	herd troop mob	30-40 days
Lion	lion	lioness	cub	pride	108 days
Ostrich	cock	hen	chick	flock	42 days*
Rabbit	buck	doe	kit kitten	warren	30-32 days
Rat	buck	doe			22 days
Seal	bull	cow	pup whelp	herd trip	8-12 months
Sheep	buck ram	dam ewe	lamb lambkin teg	flock herd	5 months
Swan	cob	pen	cygnet	flock	35 days*
Turkey	cock gobbler tom	hen	poult	flock	28 days
Whale	bull	cow	calf	herd	10-17 months
Zebra	stallion	mare	colt	herd	11-12 months

*Approximate incubation period

Lesson 3 The Changing Boy

Growing into manhood takes time, and each boy has his own "timetable." This time of change for a boy usually starts later, and is slower and lasts longer than that of a girl. Even though boys are at different stages of development, they are normal and will eventually become mature men.

Understanding Physical Changes

The period of rapid physical development that marks the end of childhood and the beginning of growing up is puberty.

1. Physical growth irregular
2. Some boys' "fat" period
3. Bones apt to grow faster therefore clumsy and lanky
4. First a boy's legs and arms may feel too long for his body, and then his hands, feet, nose or ears may be out of proportion with the rest of his body
5. Finally trunk shoots up and his chest and shoulders broaden

Pituitary Gland

This total growth process is activated by the pituitary gland - the "master switch."

Substances called hormones are sent to various parts of the body, starting the growth process.

Secondary Sex Characteristics

During these changes a boy is apt to tire easily (his heart does not grow as fast as his body and blood pressure falls).

During this time of change, hair begins to grow in new places.

1. Around the sex organs (pubic hair)
2. In the armpits
3. On the chest
4. On the legs and arms
5. Much later on the face

An added problem at this time is the increased activity of the oil and sweat glands.

1. This causes blemishes, pimples and blackheads (if severe, called acne)
2. Sweat glands get rid of body waste

A change which may be very embarrassing is the voice change caused by the growing larynx, or voice box. This can be unpredictable, especially during times of stress or tension.

Elimination System

Use transparencies to show the elimination system to clear up any confusion that may exist.

1. Bladder
2. Urethra
3. Rectum

Reproductive System

Use transparency to present the male reproductive system.

The organs making up the male reproductive system are the testes and penis.

The testes are the manufacturing plant for all the millions of sperm, or male reproductive cells.

The testes are two oval bodies usually less than two inches long.

They are enclosed in a skin-like sac called the scrotum.

The penis is the male organ through which urine and semen (a fluid containing sperm) pass from the body.

Circumcision

When a boy is born, the skin that partially covers the end of the penis is sometimes removed.

This procedure is a minor operation and the baby does not feel pain.

Nocturnal Emissions

Most boys in the fifth and sixth grade are not yet producing semen.

After a boy reaches sexual maturity, this semen may be automatically released from the body during sleep.

The body is designed so that it is impossible for both semen and urine to leave at the same time.

When semen is released during sleep, it is called a nocturnal emission, or wet dream.

This is nature's way of releasing unneeded sperm. It is a natural body function, and is nothing a boy brings on himself or can stop.

This will not hurt or injure a boy in any way.

Masturbation

Semen may also be released during masturbation.

The boy may handle the penis in such a way that semen may be released.

Medical authorities have proven that this is not physically or mentally harmful to the body.

However, the problem arises when boys feel strong guilt feelings as a result of moral or religious teachings.

Filmstrip

Show the filmstrip, "Becoming A Man."
QED 7 minutes

This filmstrip will aid boys in understanding and preparing for their physical development, and will help to develop a healthy respect for their bodies.

It also provides boys and girls with an adequate vocabulary for discussing maturation, which will develop wholesome attitudes towards growing up.

Vocabulary List

Set up the chart of vocabulary words in a visible place for all to see.

1. Puberty
2. Bladder
3. Urethra
4. Rectum
5. Pituitary Gland
6. Penis
7. Masturbation
8. Testes
9. Scrotum
10. Sperm
11. Semen
12. Nocturnal Emission
13. Circumcision

Lesson 4 The Changing Boy

Emotional Changes	Growing up causes many strong feelings. Happiness, depression, hate, love, fear, anger, and loneliness are normal human emotions that we have to learn to live with. These emotions are affected by our environment: our family, our friends, and our teachers play a part in how we react emotionally.
Hormones	The hormones which start the physical growth in humans also bring about changes in our feelings.
Emotional Reactions	Changes may take place throughout the body when we feel something strongly. Maybe you have had this experience before. 1. Have you ever felt your hands and body start to perspire before taking a test? Or maybe your stomach felt upset? 2. When you have to stand up in front of a group, do your hands shake or do you have trouble breathing? 3. And what about the time when that "special someone" walks by you? Does your heart start to pound? 4. Can you suggest some other ways your body is affected by your feelings?
Friendships	Everyone wants to be liked and have friends. In order to be liked by other people, we need to like ourselves. If you were someone else, would you choose you for a friend? Can you look for something to like in someone?
Emotions in Boys	In our society, boys are taught from birth how to act like a boy. For example, boys are not supposed to cry. This can cause growing up to be very

difficult because boys and girls are born with the same feelings.

Fortunately, today we are getting more and more away from the idea that in order to be a real boy you must act in a certain way.

For example, boys are now wearing their hair longer, wearing more colorful clothing, and taking part in activities that once were only for girls.

There is some maleness and femaleness in everyone. Labels such as sissy and tomboy hurt and are very unfair.

Written Questions

Time will be taken for students to write out questions to be answered by the teacher.

Set up the chart of vocabulary words that was used in the previous lesson.

Special care should be taken to protect each student's privacy as they write their questions.

After the time allotted for writing questions, the teachers should collect a piece of paper from each student regardless whether he or she has written out a question.

The unsigned questions should be folded and collected all at the same time by the teacher.

Try to encourage the students to ask any serious questions that they want answered.

Also, try to have the same type of paper for each student to write their questions on.

Supplemental Material

Questions often asked by students about the male reproductive system.

1. At what age do boys get acne?
2. Why do they call the penis a dink?
3. Can the urine and the sperm mix together?

4. How big can your penis get?
5. Why doesn't a man's breast develop?
6. What part of a male does the sperm come out?
7. If the bone in front of the bladder gets broken and then you bump your bladder, will it damage the bladder?
8. What would happen if the boy didn't have a penis?
9. Does the sperm have anything to do with having a baby?
10. Do you have testes when you are just born?
11. Why can't people have a wet dream when they are awake?
12. How old are boys about when they have their first wet dream?
13. Why does the penis get hard?
14. Why is the man different from the woman?
15. Are boys born with sperms in them?
16. Can you be circumcised after you're a baby?
17. Why do boys and girls change?
18. What is the scrotum?
19. Are sperm and semen the same thing?
20. How are we different?

Answer Questions

The questions should be answered in a simple direct manner.

Sometimes it is hard to understand the question and it may be necessary to ask the student to write the question over again at another time.

No questions should ever go unanswered because the student does not know the proper words.

When the questions are read aloud by the teachers, the proper words should be substituted for the slang words.

Use transparencies to review the male elimination system and reproductive system.

Lesson 5 The Changing Girl

The change takes place so slowly that girls themselves are not often aware of some of the earlier stages of their growing up. We feel that if girls and boys are aware of these changes before they happen, then their concern will not be as great. We all feel better when we know something is going to happen than if it catches us unaware.

Understanding Physical Changes

The age that a girl starts becoming a woman depends upon the individual. Some are in the 3rd and 4th grades; others are in high school.

The early maturing girl may find that people expect more of her because she looks older. Her friends may still be interested in less mature activities.

A late maturing girl finds that she has time to learn a wider variety of things with more leisure. She may do better in school work and not feel pressured into keeping up with the crowd.

There is no one time when all girls are completely grown up.

Boys and girls should understand that girls mature about 1½ to 2 years ahead of boys.

Many boys, especially the ones with a small body build, may resent their being smaller than the girls.

On the other hand, the girls who develop well ahead of the other girls often feel uncomfortable for a time because their figures look different.

These changes are normal and in time nature will sort out all of these differences.

Pituitary Gland

This total growth process, as it was with boys, is activated by the pituitary gland --the "master switch."

Substances called hormones are sent to various parts of the girl's body starting the process of changing a girl to a woman.

Secondary Sex Characteristics

The time of rapid physical development that ends the childhood days and begins the days of growing up is called puberty.

Physical growth often slows down around 10 years of age.

Following this, there is usually a fast gain in height and weight - a great spurt of growth.

There are many changes in a girl's body build.

The breasts become larger and fuller, the arms and legs round into curves, hips begin to broaden and the stomach becomes rounded.

A girl begins to look more like the woman she is becoming.

At this time, hair begins to grow in new places: under the arms, on the legs and around the sex organs (pubic hair).

A change which may be a problem at this time for girls is the increased activity of the oil and sweat glands.

This may cause blackheads, pimples, and blemishes, which if severe is called acne.

A girl's hair may need increased attention as it could become greasy and stringy.

The girl's body may develop a strong odor which makes good hygiene necessary.

The Elimination System

Use transparencies to show the elimination system to clear up any confusion that might exist.

1. Bladder
2. Urethra
3. Rectum

The Reproductive System

Use transparencies to present the female reproductive system.

The reproductive organs in the girl are mainly inside the body.

The egg cells, or ova, develop in small glands called the ovaries.

Once each month, an egg will be released by an ovary and will travel down through a Fallopian tube to the uterus or womb.

If the egg joins with a sperm, the growing baby will develop and be protected by the uterus.

If the egg is not fertilized by a sperm, it will pass through the uterus into the vagina, which is a narrow passageway to the outside of the body.

This opening of the vagina is sometimes partially covered by a thin membrane. The vagina is protected by folds of skin outside the body.

Filmstrip

Show the filmstrip, "Becoming A Woman" QED 7 minutes

This filmstrip will aid girls in understanding and preparing for their physical development, and will help to develop a healthy respect for their bodies.

It also provides boys and girls with an adequate vocabulary for discussing maturation which will develop wholesome attitudes toward growing up.

Vocabulary List

Set up the chart of vocabulary words in a visible place for all to see.

1. Puberty
2. Bladder
3. Urethra
4. Pituitary Gland
5. Ovaries
6. Rectum
7. Fallopian tube
8. Uterus
9. Vagina
10. Menstruation
11. Ovum
12. Breast

Lesson 6 The Changing Girl

Menstruation	How the female body prepares for motherhood. Hormones produced by the pituitary gland control various body functions including the menstrual cycle. Lining of the uterus has thickened and is prepared to receive the egg cell. Only one mature ovum escapes the ovary at approximately mid-point of the menstrual cycle. The egg cell travels through the Fallopian tube to the uterus. If it is not fertilized, the ovum is discharged from the body along with the thickened lining of the uterus. This is the menstrual discharge, and the beginning of a new cycle. The lining has been shed, and a new one begins to form in preparation for the next ovum. Use transparencies depicting the ovary, egg cell, Fallopian tube, uterus, and the build-up and discharge of the lining.
Film	A mixed class of boys and girls will view the film, "The Story of Menstruation," a Walt Disney Production. The film shows in animation that the modern-minded girls of today can accept menstruation as a normal, routine part of their life. The film explains menstruation very clearly by thoroughly covering the following points. 1. What goes on in the body. 2. The story of the egg cell (ovum) 3. The superstitutions - all nonsense 4. The use of common sense
Separate Into Discussion Groups	Discussion period for girls about menstruation with a woman teacher.

Discussion period for boys about the male with a man teacher.

Booklet

Distribute booklet, "Growing Up and Liking It" Personal Products Co.

Every student should have an opportunity to look over the booklet.

The girls will be permitted to keep their booklets.

Discussion

Begin by answering any questions that the students may have.

Review with the girls the following topics by scanning the booklets and using the kit containing sanitary napkins and tampons.

1. Ovulation
2. Purpose of the lining of the uterus
3. Timetable
4. Individual differences
5. Sanitary napkins
6. Cleanliness
7. Attitudes
    a. Males towards females
    b. Emotional changes
8. Exercise

Vocabulary List

Set up a list of new vocabulary words in a visible place for all to see.

1. Growth hormones
2. Maturing hormones
3. Cycle
4. Ovulation
5. Impregnated
6. Sanitary napkin
7. Tampon

Lesson 7 The Changing Girl

Emotional Changes	All girls have similar emotional feelings.
	Every girl has difficult days.
	A cheerful outlook can do much in helping a girl get through these difficult days.
Moods	Girls at this age level seem to be having trouble with their emotional growth.
	There are little periods of moodiness, extreme happiness, restlessness, irritability, and deep depression. These are normal reactions.
Sensitivity	Girls at this age are apt to become more aware of their feelings and are often unaware of the affect on their parents, peers, and other adults.
	These people are usually understanding, especially if a girl is quick to apologize for her indiscreet outburst.
Emotional Control	Girls at this age level have a difficult time controlling their emotions.
	Girls may burst into tears or rage much to the surprise of others.
	Another outlet for emotions is giggling.
	This usually passes as soon as the girl realizes the adverse affects it has on others.
Posture	Since good posture promotes proper functioning of the girl's bodily processes, then girls should practice good posture at all times.
	Slouching tends to squeeze organs cutting down on the circulation of blood which nourishes the organs.
Personal Appearance	A girl always feels better when others remark about her positively.
	Wearing neat, comfortable and attractive clothing increases a girl's looks.

	It is not necessary to spend a great amount of money on clothing. Proper mending, cleaning and ironing will increase the appearance of the garment.
Breast Development	The teacher should point out how some girls are concerned over their breast development and an effort should be made to make them more comfortable with what they are. A frank talk by the teacher about how the mass media is setting standards for what is the "ideal" female figure, would help the girls realize that their figure has no relationship with their sexual capacity.
Cleanliness	Emotional changes that occur may be accompanied by unpleasant odors.
Written Questions	Time will be taken for students to write out questions to be answered by the teachers. Set up the charts (male and female) and vocabulary words that have been used in previous lessons. Follow the same procedure as the teachers used for students writing questions after the first four lessons.
Answer Questions	The questions should be answered in a simple, direct manner. Sometimes it is hard to understand the question, and it may be necessary to ask the student to write the question over again at another time. No question should go unanswered because the student does not know the proper word. Use transparencies to review the male and female reproductive systems.

Lessons 8 and 9 Fertilization and Birth

The basic ideas of human reproduction are important for boys and girls to understand. Teachers should be aware of the student's natural curiosity and concerns about childbirth, reinforcing the positive concepts regarding birth.

Where Do Babies Come From	Superstitions and folktales are usually common knowledge and the students will be able to relate many of them. 1. Wait until you are old enough 2. Under the cabbage leaves 3. Stork 4. Doctor's black bag 5. Picked out at the hospital
Trust About Reproduction Can Be Presented Simply	A baby starts when the sperm from the father joins an egg within the mother's body.
Marriage	A father and mother care for each other in a very special way. One reason a man and a woman marry is so that they can be together as much as possible. Marriage offers them a way to share their lives and to show their love for each other. One of the important parts of marriage is to display affection by tender words and actions. Married couples enjoy sharing their thoughts and feelings. This closeness and understanding is expressed by the act of sexual intercourse.
Sexual Intercourse	Sexual intercourse occurs when the penis enters the vagina. Millions of sperm cells are deposited in the vagina. These sperm cells move through the uterus to the tube in search of an egg.

Fertilization	The mother's contribution is the ovum (egg cell). The egg develops in the ovary. It is released into the Fallopian tube where it is fertilized. The egg that is penetrated by a sperm is said to be fertilized.
Babies Grow In Their Mother's Uterus	After the egg has been fertilized in the tube, it travels to the uterus. During the first week while the fertilized egg is traveling to the uterus, the egg divides many times. In the uterus it lodges in the lining. There the fertilized egg undergoes its amazing growth from a dot hardly big enough to see to the newborn infant of 7 pounds , approximately. Never again will a person grow so much or so fast as in the first 9 months.
Embryo - Fertilized Egg	It is called an embryo during the first two months of development. During this time it closely resembles the the embryo of any mammal.
Placenta	It is the organ of attachment between the baby and the mother. The mother's blood system and the baby's are separate. The placenta fastens itself to the wall of the uterus and serves as a two way food-oxygen and waste disposal exchange for the baby.
Umbilical cord	The cord connecting the baby at the navel and the placenta is called the umbilical cord. Through the placenta and cord pass all the food and oxygen that the baby needs,

	and through the same system the baby's waste products pass out into the mother's blood stream.
	The cord will grow in proportion to the length of the child.
	There is often needless worry concerning the cord strangling the baby.
	This almost never happens.
	The cord is similar to a garden hose filled with water.
	It does not coil easily.
	The mother raising her arms above her head will not cause the cord to strangle the baby.
Sac of Fluid	The baby is floating in a sac of fluid.
	This fluid acts as a cushion.
	The baby does not drown because it does not breathe oxygen through its mouth.
	The baby can be very active within this fluid.
Fetus	From the third month until birth, the embryo is called a fetus.
First Signs of Pregnancy	One of the first signs of pregnancy is the stopping of the menstrual flow.
First Month of Pregnancy	All hereditary characteristics are present in cell division
	Embryo travels to the uterus
	Implantation in the uterus
	1/12 inch long
Second Month of Pregnancy	Appears to be a small bit of grayish flesh
	Cartilage forms the backbone
	Head, arms and legs form

	Facial features develop
	1-inch long
	Makes the change from embryo to fetus
Third Month of Pregnancy	Fingers, toes, arms, hands, and legs are formed
	The head is still large in proportion to the rest of the body
	Liver, lungs, kidneys, etc., begin to function
	Sex glands begin developing
	Length - 3 inches, weight 1 oz.
Fourth Month of Pregnancy	Mother shows her pregnancy
	The fetus looks like a miniature infant
	Sex is easily distinguished
	Fetal movements felt
	Heartbeat detected
	Fine hair covers skin
	Length: 8½ inches, weight 6 oz.
Fifth Month of Pregnancy	Eyelashes and eyebrows growing
	Fat accumulates
	Hair starts growing on head
	If born it might live for a few minutes but can't survive
	Length: 12 inches, weight: 1 pound
Sixth Month of Pregnancy	Head is well developed
	Skin is wrinkled
	Fetus opens its eyes
	If born can live hours or days but only 1 in 10 survive

	Length: 14 inches, weight 4 lbs.
Seventh Month of Pregnancy	Usually turns with head down in preparation for birth
	In males, testes descend
	If born, 50% chance of survival
	Length: 16 inches, weight 4 lbs.
Eighth Month of Pregnancy	Development of organic systems complete
	Downlike hair on body disappears
	If born, 90% chance of survival
	Length: 18 inches, weight 5 lbs.
Ninth Month of Pregnancy	Fetus is fully developed
	Head pushes down on the cervix - (baby drops)
	Skin is smooth and polished
	Hair on head is 1 in. long
	Eyes are slate color
	If born, 99% chance of survival
	Length: 20 inches, weight 7 lbs.
How A Baby Is Born	Approximately nine months after the baby starts growing in the uterus, it is ready to come out.
First Stage of Labor	The mother is first aware of the approaching birth by contractions across her abdomen.
	These contractions called labor pains stretch the uterus so that the opening will be large enough for the baby to come through.
	The breaking of the sac of waters may have taken place by this time.
	The contractions are timed by the mother.

When they are coming quite frequently, it is time to go to the hospital.

Second Stage of Labor

When the uterus is wide open, the muscles of the uterus push the baby through the vagina to the outside.

Some anesthetic may be given at this stage.

Doctors find that women who know how to relax, who do not fear childbirth, and who are not afraid of pain have their babies more quickly and with less discomfort than those who become tense and frightened.

Birth is a natural normal happening.

The pain is not so great that a woman cannot stand it, and as soon as the baby is born, a woman quickly forgets the discomfort she has been through in the joy of having her own baby in her arms.

When Baby Is Born

When the baby is born, it draws air into its lungs by gasping or crying.

The umbilical cord is tied and cut so that the baby is completely on its own. (There are no nerves in the umbilical cord so that the mother and baby do not feel the cutting of the cord).

Fluids are removed from the baby's nose and mouth.

The baby's eyes are medically treated to protect the baby from disease.

Third Stage of Labor

The birth of the placenta or "afterbirth" is the last stage of birth. The uterus contracts as it did in pushing out the baby and this loosens and expels the placenta.

Breast Feeding

A mother makes the decision whether or not she wants to breast feed her baby.

Often her doctor will help her make the choice.

Caesarean Birth	When the mother is not able to give birth to her child naturally, the baby is lifted out of an incision cut in the mother's abdomen and uterus.
Twins	Identical twins are formed by the splitting of the fertilized ovum early in its development so that two individuals rather than one grow from the single fertilized egg. They are always of the same sex. Siamese twins are identical twins that did not completely separate. Fraternal twins are formed when two eggs are fertilized by two sperm. Both become implanted in the uterus and grow. They will not be any more alike than any other brothers or sisters.
Premature Babies	Not all conceptions result in fully developed babies. A full-term baby develops in the uterus for about nine months. Babies born ahead of time with a possibility of surviving are know as prematures. Medical science has given them a much better chance of living. No one really knows why labor starts earlier than it is time for the baby to be born.
Vocabulary List	Set up the chart of vocabulary words in a visible place for all to see. 1. Embryo 2. Placenta 3. Umbilical cord 4. Fetus 5. Pregnancy 6. Labor 7. Contractions 8. Caesarean 9. Fraternal 10. Identical 11. Siamese 12. Premature

Lesson 10 Human Relationships

Most young people have some understanding from personal observation what is means to grow up and become an adult. Many times their conclusions are based on fragmentary information, that become myths which are passed on from one generation to another. These lessons are intended to help boys and girls become more mature by understanding, improving, and appreciating their relationships with their family and friends. More material has been included than can be covered in one lesson. This should provide appropriate material for all types of groups.

Filmstrip

Show the filmstrip, "Maturing Boys and Girls" QED 7 minutes.

The filmstrip provides the boys and girls with knowledge of their physical and emotional development as young persons.

It encourages the understanding of individual differences and feelings.

Large Group Discussion

List, with the students' suggestions some of the problems that boys and girls have as they grow up.

Some possible problems that they may suggest:

1. Privacy
2. Live your own life
3. Stretching away from parents
4. Closest friends
5. Too big or too small
6. Uncomfortable situations
7. You feel different than you used to
8. Overeat as a kind of comfort
9. Your changing body
10. Secret pals
11. Secrets
12. Old enough for dates

Teachers could list on the board for discussion:

1. What I like about growing up---
2. What I dislike about growing up--

For groups that are unresponsive, sometimes it is helpful to write something first and then have discussion. In this case, the students could write letters to Ann Landers.

The class or a panel could respond by answering the letters.

The letters are not signed.

Some possible questions that could be written in letters.

1. Sibling interferences
2. Parents' idea on dress
3. Still treated like a child

The unfinished story is another method which may help students recognize acceptable behavior.

1. Helps students recognize good behavior.
2. Thinks about own beliefs.
3. What did the character do?
4. What would I do?
5. What should I do?

May be oral or verbal.

Examples:

1. Alice and Joan were coming out of school. Alice wanted to stop to get a soda. Joan had promised her mother she would come home right after school and clean up her room. What should Joan do?

2. Five boys were on the way home from the Boys' Club. Jim suggested that they break a window. Joe dared Pete to be first. Dan said that it was Jim's idea so Jim should throw the first snowball. Bobby said that he wanted no part of it and they should all go home. What is the feeling of each boy?

Lesson 11 Human Relationships - Small Discussion Groups

Since this may be the students first exposure to working in small groups, it may be necessary to devote some time to explaining the dynamics of working in a group.

(More material has been included than can be covered in one lesson. This should provide appropriate material for all types of groups.)

Small Group Work	Working in small groups is an effective technique to involve most of the students in expressing their opinions. Groups should include 4-6 people. The teacher may divide the class arbitrarily or the students may choose their own groups. One person should be appointed to record the group's opinions and comments. This procedure will be used in future Family Living and Sex Education Courses.
Suggestions For Topics	
Problem Solving	Pose resolutions to selected problems from a question box.
Feelings	Have pupils describe their feelings when they were recipients of parental disapproval, sibling rivalry, or "unjust" punishment.
Classroom	Have each student anonymously list three things he dislikes about the classroom and activities.
Personal Qualities	Have groups design a self-rating scale on personal qualities; such as, happy-go-lucky, considerate, generous, reliable, reads a lot, good sport, does things quickly, makes friends easily, leader, follower, quick-tempered, talkative, adventurous, studious, and serious.
Facing Reality	Have groups observe situations or listen to stories, and discuss their various reactions and comments.
Learning To Listen	Have the groups discuss issues where there are two sides that are not

	necessarily right or wrong; for example, favorite food, color, and subject.
Feelings About Families	How we think and feel about our families.
	Mother, father, and siblings
	Step-parents or foster parents
	Living with relatives
	Others living in the home
	Compare family life in colonial times with family life today, and compare the changes in the roles of each family member.
Evaluation	A few minutes at the end of this lesson should be devoted for the completion of the Family Living and Sex Education Evaluation.

FAMILY LIVING AND SEX EDUCATION

EVALUATION

Grade 5

Boy________Girl______

Date______Grade______

School________________

The following information will help us improve the Family Living and Sex Education Course. Please select the answer that most nearly expresses your feelings. Please do not sign your name, and wait until the teacher reads over these questions with you. Use the back if you have to, and number the answer.

1. How did you feel in class?

________comfortable
________no different
________uncomfortable (please explain)

2. Are you able to talk with your parents about the material presented in this course?

________more than before taking the course
________about the same
________not at all (please explain)

3. Has this course helped you get along better with other people?

________yes (with whom)
________no (please explain)

4. What would you like to learn that hasn't been discussed?

5. What did you like about the course?

6. What did you dislike about the course?

7. Do you think that this program has helped any of the problems or worries that concern boys and girls your age?

________yes
________no (please explain)

Lesson 12 Course Summary

The final meeting will be used to complete any discussion which may help students improve their personal and social relationships. The evaluation sheets will be reviewed and discussed with the class. The boys and girls will be given an opportunity to ask any final questions they may have.

If time permits, some type of review exercise will be used for self evaluation.

Review Games

First Example

Divide the class into teams which would provide fair competition.

With many classes, it works well for the boys to oppose the girls.

Ask only for volunteers to actively participate.

Group password stimulates the students to review the terms orally or silently to themselves.

1. Two volunteers, one from each side, as leaders.
2. Show each student the same term. (Utilize terms found in the vocabulary.)
3. The leaders give one-word clues to the class as their own team gives one response.
4. The team guessing the term receives points according to a descending scale--10 to 1.

Second Example

Give each student an inventory reviewing the terms in the vocabulary.

Each student would correct his or her own paper as the class orally reviews the answers.

5th Grade

VOCABULARY LIST

Abdomen
Acne
Attitude
Birth Canal
Bladder
Breasts
Caesarean
Circumcision
Contraction
Copulation
Egg Cell
Emotion
Embryo
Fallopian Tube
Fertilization
Fetus
Fraternal Twins
Heredity
Hormone
Identical Twins
Labor
Larynx
Masturbation
Mating
Menstruation
Navel
Nocturnal Emission
Ovaries
Ovulation
Ovum (ova)
Penis
Pituitary Gland
Placenta
Pollination
Preadolescence
Pregnancy
Premature Babies
Puberty
Pubic Region
Rectum
Reproduction
Scrotum
Semen
Sex
Sexual Intercourse
Sperm
Stamen
Testis (plural - Testes)
Umbilical Cord
Urethra
Urinate
Urine
Uterus
Vagina

UNIT II

INTRODUCTION

Throughout The Family Living and Sex Education Program, sex education results in a spiral of learning. Each new unit reinforces and expands upon previous learning experience. In the fifth grade program, the children have learned specific content appropriately chosen for their degree of maturation. By the sixth grade, the maturation of the child and the vast learning experiences he retains have laid the foundation for the study of physiology and human relations in more detail. Among the objectives, the teachers review and expand the child's understanding of the male and female sexual cycles, fertilization, pregnancy, and married and family life. A pretest to assess the knowledge of each class is followed by the fundamental sixth-grade unit.

INSTRUCTIONAL OBJECTIVES

Grade Six

1. To continue to answer questions in an honest and straight forward manner.
2. To continue to develop knowledge of the physical and emotional changes of puberty.
3. To develop an understanding that it takes time and effort to become physically, emotionally, and socially mature.
4. To continue to develop the appreciation of the family as the basic unit of society and the responsibility and loyalty toward the family unit.
5. To continue to stress a wholesome, healthy attitude toward sex, so as to be able to discuss sex in an honest, dignified fashion without embarrassment.
6. To develop constructive ways of handling emotions.
7. To realize that making choices involves acceptance of consequences.

Sex Education and Family Living

Course Overview

Grade Six

Lesson 1	Introduction Pretest
Lesson 2	Male Anatomy Filmstrip "Growing Into Manhood, Part 1 Male transparencies
Lesson 3	Female Anatomy Filmstrip "Growing Into Womanhood", Part 1 Female transparencies
Lesson 4	Male and Female Hygiene Personal Hygiene In Two Groups Equipment and Demonstrations
Lesson 5	Endocrine System Secondary Sex Characteristics Diagrams Filmstrip, "Growing Into Manhood",Part 2
Lesson 6	Endocrine System - Questions and Answers Filmstrip, "Growing Into Womanhood," Part 2 Written Questions and Answers
Lesson 7	Reproduction Transparencies Film, "Fertilization and Birth"
Lesson 8	Heredity Cells, Genes, Chromosomes
Lesson 9	Understanding Your Emotions Emotions Defined Causes for Behavior Student involvement Developing Emotional Control
Lesson 10	Family Relationships Family Involvement Parents Sibling Relationships Transparencies Filmstrips
Lesson 11	Social Situations Proper Behavior Conformity Alternatives Social Standards First Impressions Role-Playing Evaluation

Lesson 12	Course Summary Discuss Evaluation Booklet

UNIT II GROWING UP IN RELATIONSHIPS WITH OTHERS

Lesson 1

Introduction	Welcome the students Introduction of instructors Explanation of city's program 1. 5,6,7 and 9 2. Smaller classes
Parent Companion Courses	Parents will have the opportunity to view the materials used in the classroom and meet the instructors. Parents should realize the importance of the course. 1. Communicate with their young 2. Help clear up any misconceptions
Team Teaching	Review the value of team teaching 1. Male and female 2. Acceptance by students
Title and Explanation of Course	The material used for this grade level builds upon the content used in the previous grade. Students will continue their study of physical and emotional growth and development, with particular emphasis on the family. All questions will be answered honestly and in a straight-forward manner. Course overview
Class Procedure	As it was last year, your written and verbal questions will be the most important part of the course. 1. You are free to ask questions at any time. 2. Question box 3. All students will pass in a piece of paper with no name on it which may be left blank or have a written question. Don't worry about spelling. 4. You will not be required to ask or answer any questions. 5. We will try to answer any serious questions that you are wondering

about, concerned about, and really want answered.

6. We will respect the privacy of each other.
7. No ranks

One Requirement

Mutual respect

All students come from different backgrounds and learning experiences.

Some will have been exposed to a variety of information, and others will have not.

Therefore, it is essential that everyone direct their emotions and respect the rights of others so another's feelings won't be hurt.

Pretest

The administration of a pretest serves as a valuable educational tool for evaluating the current status of your students.

The pretest is designed to help the teachers identify the subject matter that needs to be reviewed prior to beginning the unit.

In addition, it allows the student to identify his own needs and limitations within the spiral of learning.

Pretest Choice

Grade 6

____ 1. Fertilization means the union of (A) An egg cell and a sperm cell; (B) Two egg cells; (C) Two sperm cells

____ 2. Sperm cells are manufactured in the (A) Penis; (B) Testes; (C) Scrotum

____ 3. The ovum (egg cell) is about the size of (A) Pin-point; (B) Orange; (C) Hen's egg

____ 4. The best place for sperms to fertilize eggs is (A) Tubes; (B) Uterus; (C) Vagina

____ 5. The fertilized ovum normally grown in (A) Uterus; (B) Ovaries; (C) Tubes

____ 6. The menstrual discharge lasts for (A) A few hours; (B) A few weeks (C) A few days

____ 7. Baby is ready to be born as (A) Exactly nine months have passed; (B) The uterus starts contractions; (C) Baby starts kicking

____ 8. The time of birth is called (A) work; (B) Labor; (C) Puberty

____ 9. The body weight of a baby at birth is about (A) 2-3 pounds; (B) 6-8 pounds; (C) About 12 pounds

____ 10. Identical twins are formed when (A) Two egg cells look alike; (B) Two egg cells are side by side; (C) Two egg cells are fertilized by two sperms

____ 11. Fraternal twins are formed when (A) Two egg cells look alike; (B) Two egg cells are side by side; (C) Two egg cells are fertilized by two sperms

____ 12. Girls usually mature (A) Before; (B) After; (C) About the same time as boys

____ 13. The sex of the baby is determined by (A) Father; (B) Mother; (C) The time of mating

____ 14. Both boys and girls experience the following changes at puberty. However, there is one change that is more evident in boys. Choose the correct one. (A) Growth of Pubic hair; (B) Become taller; (C) Voice change (D) Overworking oil and sweat glands

____ 15. The name of the gland or "master switch" that signals the beginning of puberty for both boys and girls is called (A) Testes; (B) Ovaries; (C) Pituitary gland; (D) Thyroid gland

Pretest
Matching

Processes in new life

______ Fertilization

______ Reproduction

______ X Chromosomes

______ Y Chromosomes

______ Sexual Intercourse

______ Puberty

A. The joining together of husband and wife in an act of love

B. Contains the heredity information needed to make a girl.

C. The bringing about of birth of a new plant or animal of the same kind.

D. The joining together of a sperm and an egg.

E. Contains the heredity information needed to make a boy.

F. The period of rapid change marking end of childhood and beginning adulthood.

Pretest
Fill In

Male reproductive system

Testes
Scrotum

Semen
Urethra

Penis
Nocturnal Emission

______ The involuntary release of semen usually occurring during sleep.

______ A small sac between the boy's legs that holds the testes.

______ The place where the male reproductive cells, the sperms, are made.

______ The milky fluid that contains the sperm.

______ A tube inside the penis.

______ The organ through which urine and semen leave the body.

Female reproductive system

Ovary
Uterus
Placenta
Vagina
Navel
Menstruation

______A mark that is left on the baby showing where the baby was attached to its mother.

______A nest in which a baby can grow inside a girl's body.

______A storage room filled with thousands of eggs.

______A food and waste exchange that connects a mother to her baby.

______The unwanted egg and blood that leaves the uterus each month that no baby is made.

______A tunnel that leads from the uterus to the outside of the body.

Lesson 2 Male Anatomy

The instructor will be able to discern from the pretest areas what will require major concentration. In addition the students will be presented with a more sophisticated vocabulary to describe the male reproductive system.

Male Reproductive System	Use transparencies and/or model to illustrate.
Pituitary gland	The pituitary gland is a small gland about the size of a pea in the brain that sends a message to the testes telling them to make sperm cells.
Testes	The testes are where the male reproductive cells, the sperm cells, are manufactured.
	The testes also produce a male hormone that starts other physical changes in the male.
Sperm	The sperm is a male reproductive cell.
	They are so tiny that 3½ million would occupy 1/2 aspirin.
Scrotum	The scrotum is a small sac of wrinkled skin just under the penis, which contain the testes.
	It helps the testes to make sperm by keeping them at the right temperature by contracting and expanding.
* Epididymis	The epididymis is a tightly coiled tube shaped like a comma over each testis.
	It is here that the sperms grow up to look like tadpoles.
* The Vas Deferens	The vas deferens are two tubes, one of which leads from each testis to the urethra.
	The mature sperms use the vas deferens as a passageway to the seminal vesicles.
*Seminal vesicle	The seminal vesicles secrete a milky fluid that gives nutrition to the sperm and makes them mobile.
*Prostate gland	The prostate gland is located just below the bladder.
	It also secretes a milky fluid which helps the sperm swim.

Semen	It is a milky, liquid containing the sperm cells.
*Cowper's Glands	Their function is to neutralize any acid in the urethra and prepare it for passage of semen.
Penis	The penis is an organ located between the boy's legs. It is used for urination and for releasing semen.
*Erection	The condition of the penis when it becomes firm, enlarged and erect.
Urethra	The urethra is a tube-like passageway extending from the bladder to the outside of the body through the penis.
*Ejaculation	Ejaculation occurs after the penis becomes erect. It is a discharge of semen from the penis in a series of quick, short spurts.
Nocturnal Emission	An involuntary release of excess semen that is constantly being produced.
Circumcision	The removal of the foreskin usually just after birth either for health or religious reasons.
Masturbation	It is a term referring to self-stimulation of the penis with the hands. Medical evidence indicates that it is physically harmless.
Elimination System	Review the elimination system using a diagram. 1. Urethra 2. Bladder 3. Rectum

Vocabulary list.	With the new terms indicated by an asterisk

Pituitary Gland

Testes

Sperm

Scrotum

* Epididymis

* Vas Deferens

* Seminal Vesicles

* Prostate Gland

Semen

*Cowper's Glands

Penis

*Erection

Urethra

Ejaculation

Circumcision

Masturbation

Bladder

Rectum

Filmstrip	" Growing Into Manhood" - Guidance Associates - 13 minutes The filmstrip deals with physical and emotional changes that begin with puberty and end with adolescence.
Description	It will enable young boys to understand the physical events about to happen to them and help them to see their own physical development in proper perspective. The filmstrip is designed to reduce the anxiety that so many boys experience as they wonder whether they are behind or ahead of their classmates and whether their development is "normal."

Lesson 3 Female Anatomy

The intructor will be able to discern from the pretest areas of female physiology what will require major concentration. In addition the students will be presented with more sophisticated vocabulary to describe the female reproductive system.

Female Reproductive System	Use transparencies and/or model to illustrate.
Female	From the time she is 10 to 12 or so, a girl starts to mature. Her body changes physically and her figure slowly becomes more like a woman's. At the same time, her reproductive organs grow and become more mature and adult in size. When her reproductive organs are mature, she will have reached puberty.
Elimination System	Review the elimination system using a diagram. 1. Urethra 2. Bladder 3. Rectum
Reproductive Organs	In females, most of the reproductive organs are inside the body.
Ovaries	The two female organs, or ovaries, are located deep within the lower part of the abdomen.
Egg cells	One important function of the almond-shaped ovaries is the production of egg cells, or ova. Egg cells are a woman's reproductive, or sex cells.
Fallopian tube	A tube, called the Fallopian tube, extends from each ovary to the uterus. Although the open funnel-shaped end of each Fallopian tube is very close to an ovary, they are not connected.
Uterus	The uterus is the hollow, pear-shaped, muscular organ in which a baby develops before it is born.
Cervix	The lower part or neck of the uterus, opens into the vagina.

Vagina	The vagina is an elastic, muscular canal extending from the uterus to the outside of the body.
Hymen	A very thin piece of skin called the hymen covers the opening of the vagina.
	In the middle of the hymen is an opening.
Labia	Two labia or folds of skin, surround the entrance to the vagina.
Ovulation	When a girl is about 12 to 15, one of her ovaries produces a ripe, or mature egg every 28 days or so.
	At the moment the egg breaks out of the ovary, ovulation has occurred.
	The egg cell, which is about the size of a pinpoint, moves down one of the Fallopian tubes into the uterus.
	While the egg is in the Fallopian tube, the lining of the uterus becomes soft, thickened, and enriched with blood.
	If the egg is not fertilized by a sperm cell, and it usually isn't, the egg disintegrates.
Menstruation	The uterine lining, which has built up in preparation for the possible growth of a baby, is of no use.
	It breaks down, sloughs off, and is discharged from the body through the vagina.
	This discharge of the uterine lining is called menstruation.
	The lining slowly rebuilds itself, and the entire process is repeated.
Menstrual Cycle	This fairly regular monthly event, which usually occurs every 28 days or so, is called the menstrual cycle.
	Menstruation, the rebuilding of the uterine lining, ovulation, the thickening and the breaking down of the lining is repeated again and again.
Menopause	Menstruation usually stops when a woman reaches age 45 to 55.

When her ovaries no longer discharge eggs, her menstrual cycle ceases.

She has reached the menopause, which is also known as the "change of life."

Vocabulary List

With new terms indicated by an asterisk

Ovaries

Fallopian tube

Uterus

*Hymen

Egg cell (ovum)

Elimination System

*Cervix

Vagina

*Labia

Ovulation

Menstruation

Menstrual Cycle

*Menopause

Filmstrip

Show the filmstrip "Growing Into Womanhood." Guidance Associates
Part I 12 minutes

The filmstrip deals with the physical, psychological, and emotional changes that begin with puberty and continue during adolescence.

It will enable young girls to understand the physical events about to happen to them and help them to see their own physical development in proper perspective.

The filmstrip is designed to reduce the concern that so many girls experience as they wonder whether their development is "normal."

Lesson 4 Feminine and Masculine Hygiene

The beginning of the lesson will be devoted to answering questions concerning the male and female physiology. Since this will be the first time in this unit for a formal question period, there should be a good response. During the greater part of the lesson, the boys and girls will be separated into groups according to sex. The smaller group permits freer and wider participation which is perhaps more evident in the girl's group. Many girls are reticent to express themselves with the boys being present. The students who participated in previous programs indicated that they liked this technique for discussion of personal hygiene.

Questions	Allow several minutes for the students to ask questions concerning the male and female physiology. If necessary, give each student a chance to write an anonymous question.
Separate class into groups	The boys will discuss male hygiene with the male teacher. The girls will discuss female hygiene with the female teacher.
Review menstruation	You may have many questions about menstruation. This is natural as you become more aware of yourself. Menstruation varies among girls and is not the same for all girls--just as height and weight and other physical features differ. Menstrual warning signals 1. Tired and blues 2. Back discomfort 3. Bloated feeling 4. Blemishes 5. Headache
Menstrual flow varies	The menstrual discharge usually changes in color and amount from the beginning to the end of menstruation. At first the menstrual discharge is pale rusty; then turns red; towards the end of the discharge, it is sometimes brown or black; then it may take on a rusty color again at end of discharge.

Be prepared

The important rule is to be at ease.

Try to have sanitary protection on hand.
1. Sanitary napkin and belt
    a. Review how to use the sanitary belt
    b. Cleanliness of belt
    c. Two belts
    d. Change of napkins
2. Tampons
    a. Insertion of tampon (diagram)
    b. Lack of odor with tampon
    c. Use when swimming
    d. Disposal easier than sanitary napkin

If accidents happen

Accidents occasionally happen, but there is no problem if you know how to take care of them.

Wash quickly with cold water and mild soap.

Ways to avoid discomfort

Sometimes a girl experiences cramps because she believes some of the mistaken ideas about menstruation.
1. Avoid constipation
    a. Drink water
    b. Eat fruits and vegetables
2. Practice good posture
3. Exercises (teacher can demonstrate)
4. Relax in warm tub of water

Questions on menstruation

Oral questions should be encouraged at any time during the discussion on menstruation.

Skin care

Teacher or class may make suggestions on routine facial care. (Use "Junior Miss" or "Seventeen" Magazines.)
1. Problems with acne and blemishes
2. Don't attempt to squeeze pimples.
3. Question of make-up
4. Other cosmetic products

Other parts of the body deserve attention also.
1. Cleanliness - use of deodorant
2. Legs - shaving or not
3. Hands and fingernails
4. Feet and toenails
5. Sunburn
6. Sleep

Hair care	Hair is naturally more of a problem during puberty. 1. Cleanliness 2. Oiliness 3. Style and color
Concern for height and shape	A frank discussion of appreciation for one's own body shape. 1. Breast size 2. Weight problems It is possible to accent good attributes and play down weak points.
Teeth	An attractive smile can do much to improve a girl's appearance. 1. Care of teeth 2. Bad breath 3. Smoking
Boys' discussion group	
Review Manner of Semen Release	Reinforce naturalness of: 1. Nocturnal Emissions a. Uncontrolled release b. What to do 2. Masturbation a. Feelings b. Questions
Body cleanliness	Discuss pros and cons of masculinity associated with: 1. Cleanliness - use of deodorant 2. Care of genital area 3. Clean clothes 4. Use of athletic supporters
Skin care	Special attention should be given to care of boys' skin since they are apt to be more haphazard in establishing routine care. 1. Males develop tough and thick skin. 2. More prone to acne because of testosterone 3. Don't attempt to squeeze pimples 4. Suggestions for
Hair care	Hair is naturally more of a problem during adolescence. It becomes stringy and greasy.

	1. Cleanliness 2. Special problems 3. New hair styles
Concern for size and shape	Since the average boy reaches puberty later than the average girl, he may become resentful or concerned about the slow growth of his body. 1. Review the growth changes at puberty and emphasize different rates 2. Concern for the size of genitals 3. Metabolism increases so hearty appetites
Teeth	Sometimes boys become lax in caring for 1. Routine care 2. Teeth guards for contact sports 3. Bad breath 4. Smoking

Lesson 5 The Endocrine System

The endocrine system is a system of glands in your body that pumps chemicals, called hormones, directly into your blood stream. These hormones are carried throughout your whole body and are responsible for how fast you grow, and what final shape you will have.

Endocrine System

Use diagrams to illustrate.

5 Glands

Pituitary - This gland is the master of the group.

It is located in the middle of the head and is the size of a pea.

It sends messages (hormones) to all the other glands, telling them what to do and when to do it.

Some of you have master glands that are beginning to send important messages out now and others will begin later - next week, next month, next year, or even three or four years from now.

Everyone is different and the time you begin to develop is inherited from your parents, just like the color or your hair and eyes.

Ask them when they began to develop - you may be the same.

Thyroid - This gland is located in your neck, just below the larynx, and is the size of two jelly beans.

It controls the rate at which your body burns up the food you eat, and the energy which that food produces.

By doing this, the thyroid gland can control the rate of body growth.

Some of you will grow very rapidly, and others will take a long time.

Adrenals - These two glands are found on top of the two kidneys, and are the size of walnuts.

They produce a hormone in both boys and girls that is responsible for bringing on male features.

Testes - These two organs are located in the scrotum behind the penis, and are oval and 1½ inches in length.

One may be slightly larger and in a lower position than the other.

After they receive a message from the pituitary gland to begin work, their job is to produce sperm and the hormone testosterone.

This chemical is distributed throughout the body by way of the bloodstream, and brings about many body changes.

Ovary - A woman has two ovaries situated deep in the pelvic region.

They are slightly below and to each side of her navel.

Each one is oval in shape (similar to the testes): 1½ inches long and 1 inch in diameter.

They, too, wait for a message from the pituitary gland.

When they begin production they will produce egg cells called ova, and 2 hormones - estrogen and progesterone.

These hormones are also pumped into the bloodstream and bring about many physical changes.

Secondary Sex Characteristics

Most of the changes brought about by the testis and ovary hormones are common to both boys and girls.

1. Both sexes
    a. Reproductive system grows
    b. Pubic and body hair begin to appear under the arms and around the genitals.

    c. Oil and sweat glands enlarge and secrete fluids that can cause pimples and odors if you don't bathe frequently.

    d. Eyeballs sometimes grow too fast, making glasses necessary for a few years.

   - e. Gain in weight and height.
   - f. Bones grow longer and become heavier.

2. Girls
   - a. Breasts and hips develop.
   - b. Arms and legs fill out and round into curves.
   - c. Voice deepens very gradually.
   - d. Skin becomes soft and smooth.

3. Boys
   - a. Hair on face and chest.
   - b. Increased metabolism.
   - c. May enter a fat period.
   - d. Shoulders and muscles develop.
   - e. Voice deepens rapidly.
   - f. Skin thickens and becomes tough.

Individual growth varies.

All of you will begin to develop at a different time, and even after you do enter puberty; (this is the word used to describe these changes) the development of certain features will vary.

Some will grow tall and exhibit no pubic hair and others will remain short for a while and have much pubic hair.

Everyone develops on their own time schedule, and eventually will become physically mature adults.

Vocabulary List

With new terms indicated by an asterisk

*Adrenal

*Endocrine

*Estrogen

*Hormone

*Kidney

*Ova

Ovary

*Pelvic Region

Pituitary

*Progesterone

Testes

*Testosterone

*Thyroid

Filmstrip

Show "Growing Into Manhood". Part II. Guidance Associates. 12 minutes

This filmstrip explains the role of the endocrine glands in the growth and maturation processes.

The filmstrip focuses on the role of the pituitary, thyroid and adrenal glands, and the testes in adolescent development, and indicates the importance of the hormones they secrete.

It emphasizes that there is no rigid timetable for these changes to occur and compares the growth of boys with that of girls.

Lesson 6 Endocrine System and Question Period

The beginning of this lesson will be allotted for the completion of the lesson on the endocrine system and secondary sex characteristics. The remainder of the period will give the students an opportunity to question the new material that has just been presented.

Question Period

Time should be allotted for students to write out questions to be answered by the teachers.

Special care should be taken to protect each student's privacy as they write their questions.

After the time provided for writing questions, the teachers should collect a piece of paper from each student regardless of whether he or she has written out a question.

1. Unsigned question, folded once and collected at the same time by teachers.
2. Have same type of paper for each student.
3. Try to encourage the students to ask any serious questions they want answered.
4. The questions do not have to pertain solely to classroom material, but can arise from exposure to mass media and discussions outside the classroom.

Answer Questions

The students' questions should be answered in a simple direct manner with as few words as possible.

Ask students to rewrite any questions that were misinterpreted by the teachers or not answered to their satisfaction.

The teachers can substitute the proper words for the slang terms when the questions are read aloud.

Difficult questions could be held over to the next class period, allowing time for the instructor to contemplate or look up an answer.

Filmstrip

Show "Growing Into Womanhood". Part II. Guidance Associates.

The filmstrip focuses on the role of the pituitary, thyroid, adrenal glands, and the ovaries in adolescent development, and indicates the importance of the hormones they secrete.

It emphasizes once more that there is no rigid timetable for the pubescent changes.

Lesson 7 Fertilization, Pregnancy and Birth

This lesson will highlight the most important details of fertilization, pregnancy and childbirth. The student at this age usually displays an abiding interest in the subject, since many come from families where new members are being conceived and thus it is more relevant. Much of the material will have been presented in the first unit on Discovering Yourself. However, this lesson will introduce new related topics as well as review.

Use transparencies and charts to illustrate.

*Conception

The moment of fertilization between the egg cell and sperm is termed conception.

At this time it will probably be necessary to review the term sexual intercourse.

Conception normally takes place in the upper portion of the Fallopian tube.

Trip to Uterus

The ovum (egg cell) takes 3 or 4 days to reach the uterus.

Cell division begins before it reaches the uterus.

*Implantation

The cells of the ovum attach to the lining of the uterus.

Signs of Pregnancy

The mother becomes aware that conception has occurred when one or more of these happens.

1. Menstruation stops.
2. Gain in weight
3. Morning sickness
4. Tenderness and fullness in breasts
5. Completion of a urine test showing presence of certain hormones.
6. Other individual signs:
    a. teeth
    b. hair
    c. skin
    d. tiredness

Placenta	As the ovum grows it requires a means of obtaining nutrition (food and oxygen) and removing waste products. However, the blood from the two systems (mother and embryo) does not mix. The placenta is connected to the growing embryo by the umbilical cord. The placenta is the organ through which the exchange takes place. All substances are passed through the pores that separate the two systems of mother and embryo. The placenta also stores certain products until needed. The placenta also acts as a barrier to protect the growing embyro. Sometimes some substances may cross over. 1. Some viruses (German measles) 2. Nicotine 3. Barbiturates 4. LSD 5. Some antibiotics 6. Ethyl alcohol
*Amnionic Sac	A further protection is the "bag of water" which tightly surrounds the growing embryo in the uterus. 1. Cushions blows 2. Temperature ideal
End of 1st month	About 1/12 inch long Backbone forming Heart pumping blood Small buds which eventually become arms and legs present
End of 2nd month	About 1 inch long Face and features forming

	Distinct umbilical cord formed
	Tail-like process disappears
	Limbs begin to show elbows, hands, knees, feet etc.
End of 3rd month	Now called fetus
	About 3 inches long
	Weighs 1 ounce
	Arms, hands, fingers, toes and feet fully formed
	Nails begin to develop.
	External ears present
	Tooth sockets forming
	Heartbeat detectable
End of 4th month	The baby is now 8 1/2 inches long and weighs 6 ounces.
	Active muscles so can feel moving.
	Its skin is bright pink and transparent and is covered with down-like hair.
	Most bones are distinctly visible through the baby.
	Eyebrows appear.
End of 5th month	Measures 10 to 12 inches and weighs ½ to 1 pound.
	It is still bright red.
	Could not survive outside mother's body.
	Some hair may grow on head.
End of 6th month	Measures 11 - 14 inches.
	Weighs 4 pounds.
	Skin is wrinkled and covered with creamy coating.
	Eyelashes formed and opens eyes.

End of 7th month	The baby's weight remains the same as previous month. Length 2 inches longer. It has a fair chance for survival in nurseries with incubators and skilled doctors and nurses. Baby usually turns with head pushing down on cervix.
End of 8th month	Weight is now 5 pounds. Length 18 inches. Organic systems complete. Bones of head are soft and flexible. If born, its chance for surviving is good.
End of 9th month	At full term the baby weighs on an average of 7 pounds for a girl and 7½ pounds for a boy. About 20 inches in length. Eyes are slate color. Most of downy hair has disappeared.
Childbirth	As the end of pregnancy approaches (usually nine months), slight contractions begin in uterus. Also the cervix has become soft so it will stretch during labor.
First stage	Sac of fluid breaks. Regular and more prolonged contractions or labor occur. The baby's head dilates the cervix.
Second stage	The baby moves into the birth canal. Labor continues until the baby is expelled from the mother's body, usually guided by a doctor. The baby is then separated from the mother as the doctor ties off the umbilical cord and cuts it.
Third stage	Shortly after delivery, the uterus contracts to a small size. The placenta is then expelled from the body.

The delivery of the placenta is sometimes referred to as "afterbirth."

Caesarean Birth

It is necessary in about one in fifty births to deliver the baby by making an incision in the abdomen and through the uterus.

The reasons may be:

1. a small pelvic area
2. abnormal position of baby
3. other circumstances, such as a diabetic mother

Premature Birth

Babies born before the completion of nine months of pregnancy are called premature.

Sometimes the doctors can tell the reason for a premature birth, but often no one really knows why childbirth started early.

Miscarriage

When baby is born before it is capable of surviving outside the mother's body.

The occurrence is called a miscarriage.

Most miscarriages occur during the second or third month of pregnancy.

Miscarriage is usually nature's way of insuring that full term babies are healthy.

Vocabulary List

The list of words should be exhibited in a place where the whole class may see it.

With new terms indicated by an asterisk.

*Conception

Uterus

Fallopian tube

Ovum

*Implantation

Pregnancy

Placenta

*Amnionic Sac	
*Contraction	
Caesarean Birth	
Premature Birth	
*Miscarriage	
*Incubator	
Film	Show the film, "Fertilization and Birth." This unusual new film combines animation to describe the fertilization process and live photography of the birth of a calf, a litter of puppies, and a human baby.

Lesson 8 Heredity

The major portion of this lesson will present basic concepts involved in heredity. It is developed as an expansion of fertilization and birth. The material will include cell functions, energy, chromosomes, genes and heredity.

At the end of the lesson, time will be designated for a question and answer period. The preadolescent child usually is quite inquisitive and wants an opportunity to ask questions. He may also tell about his personal observations or experiences in relation to the areas under discussion.

Cells

(Use diagrams) The human body is made up of many small parts called cells--100 trillion.

There are many different types of cells performing various duties.
1. Muscle cells
2. Thought cells
3. Reproductive cells
4. Nerve cells
5. Bone cells
6. Skin cells

The cell is divided into three parts.
1. Outside membrane
2. Cytoplasm (pulpy mass)
3. Nucleus

Genes

The nucleus of a human cell contains over one million genes.

These genes in turn control the day-to-day activities of the cell.

The genes also provide the hereditary blueprint for reproduction.

DNA

Genes are now known to contain DNA (deoxyribonucleic acid)

DNA is really a curled-up string of chemicals.

If it were uncurled, it would be 3 feet long in man, 2 feet in a bird, and 1 foot in a starfish.

Therefore, it is DNA, found in the nucleus, that directs the activity of the cell and determines heredity (tells it what to do and what not to do and when to make new cells).

Chromosomes

Each human cell (except for the reproductive ones--sperm cells and egg cells--) contains 46 chromosomes.

These chromosomes are composed of genes (with DNA) and protein that helps support the genes.

Among the 46 chromosomes found in each normal body cell, 23 are duplicate descendants of the mother and include qualities of her mother, father, grandmother, etc. and 23 are duplicate descendants of the father and include qualities of his mother, father, grandmother, etc.

It should again be emphasized that sperm cells and egg cells contain only ½ the number of chromosomes that other body cells contain.

Comparison to animals

It may be interesting for the students to compare the number of chromosomes of a human with that of an animal.

	Body Cells	Sex Cells
Dog	56	28
Horse	60	30
Human	46	23

The sex chromosomes

Among the 23 pairs of chromosomes found in human cells are one pair of sex chromosomes.

These sex chromosomes contain the genes for development of maleness and femaleness.

Sex chromosomes are either X or Y.

During conception the egg cell always contains just an X chromosome.

The sperm cell can contain either an X or Y chromosome.

Male and female sperm

If a sperm with an X chromosome fertilizes the egg cell (X), then a female is conceived.

If a sperm with a Y chromosome fertilizes the egg cell (X), then a male is conceived.

Dominant and recessive characteristics

As we have seen, hereditary characteristics in the form of sex determination are brought about by genes carried in chromosomes.

Other hereditary characteristics are also determined at conception.

When the egg cell is fertilized by a sperm cell, the mother's (maternal) genes and father's (paternal) genes line up so the genes for various traits, such as hair color, are next to each other.

If the genes are different, one set overrides the other.

For example, genes for brown eyes might line up with genes for blue eyes.

In this case, the genes for brown eyes are more powerful and the off spring would have brown eyes.

The more powerful genes are called dominant genes and the weaker genes are called recessive.

Sometimes the offspring inherits recessive genes from both parents, such as blue eyes, then his or her eyes will be blue.

Other hereditary characteristics

There are many other traits that are determined at the time of conception.

1. Color of hair
2. Texture of hair
3. Waviness of hair
4. Height
5. Bone structure
6. Body build
7. Shape of features (nose, mouth, ears, etc.
8. Skin color
9. Tendency towards some diseases

Give the class examples of certain hereditary traits and environmental traits and let them pick out those that are hereditary.

	Let the various class members contribute traits and discuss whether they are hereditary or acquired by exposure to environment.
	Use the transparencies 3M on heredity to illustrate the way in which hereditary traits are passed from one generation to another.
Vocabulary List	Set up a list of new vocabulary words. New terms are indicated with an asterisk.
*Cytoplasm	
*Nucleus	
Cell	
*Chromosome	
*Gene	
*DNA	
Heredity	
*Dominant	
*Recessive	
Question and answer period	This will be the final time in this unit for the students to write out questions in privacy and have the teachers' answer them during the class period.

Lesson 9 Understanding Your Emotions

In order to teach a child, it is important to know what he does and thinks, but it is even more important to know what he feels. This lesson will consider the meaning of emotion and will deal with various emotional conditions.

Emotion

Emotions are natural human feelings existing in all persons.

They are aroused in response to other people and to situations in one's environment.

Emotions occur when a person's desires are satisfied.

Desire for food, sleep, love -- usually result in happiness.

When he is blocked or stopped in his efforts (can't do or reach, trouble with math problem) -- usually result in anger.

When he is harmed or threatened with harm (punishment, about to fall, growling dog)-- usually result in fear.

Have you ever wondered why you jump when something frightens you, or why you quickly move from a falling object or speeding car?

Why does your heart beat so fast, and where did you get the speed to outrun Ol' Mr. Jones the other night, and the boy next to you in the 100 yard dash?

How about that nervous twitch and those sweaty clothes while you wait to see the doctor?

These are all normal reactions your body makes on its own and you have nothing to say about them.

They just happen.

Reference should be made back to the lesson on the endocrine system.

Hormones not only bring about external body changes, but are also responsible for many internal ones -- digestion, nerves, heart, lungs, muscles, and skin.

Biological causes for behavior

Your eyes and ears receive and send the message to your brain, which in turn relays the message to all the glands in your body.

The most important glands in emergency situations are the adrenals which secrete a hormone to give the body more strength and quickness.

Your glands are responsible much of the time for your emotions, and therefore, are responsible for much of your behavior around others.

A very chubby person may have a gland that secretes too much of a particular hormone.

His or her size did not result from overeating, but rather from a malfunction in a gland.

This person may tend to worry and develop a certain personality to adjust to it.

Another person may be very nervous and get excited too easily; and still another may be very slow and tired.

All these conditions might be caused by varying hormone secretions.

List of emotions

See how many emotions you can think of and list them.

Suggestions are listed below.

(Depression, happy, hate, joy, loneliness, pleasure, pain, grief, anger, fear, resentment, vengeance, love, crying, laughing, shy, bold, embarrassed, lively, cheerful, mischievous, show-off, jealous, hurt feelings)

Social causes for behavior

Family

Your family is responsible for much of your developmental emotions.

You are directly involved in this social life more than anything else during your childhood.

There will be times when you are rewarded or praised.

This will make you happy.

There are times when you are scolded or punished.

This will make you very unhappy.

If you have brothers and sisters, there will be times when you will fight with them (anger), be jealous of them (envy), help them (happiness) and maybe even find a little love for them (if you look really hard.)

There will be other times when you have to do chores, run errands, or babysit (unhappy) and times when you receive your allowance (very happy).

There may be times when your pet turtle or snake dies (sad), but these times are quickly forgotten when Mom brings home a new kitten (happy).

Finally, there are times when a special embrace from those closest to you makes it all worthwhile (love).

Involvement

Name some other family emotions.

Friends

Your friends bring out many emotions - some pleasant and others unpleasant.

You fear the bully down the street.

You like the boy next door.

You're mad when you strike out.

You're jealous of your friend's new coat.

Involvement

Name some other emotions your friends are responsible for.

School

Finally your school - the teachers, activities, classmates and subjects - expose new emotions.

You feel excited about the boy sitting next to you.

You worry about making the team.

You fear that science test.

You get embarrassed when the teacher calls on you and you were daydreaming.

	You're mad at the boy who keeps teasing you.
	You wish that curly red-headed girl would come over and say hello to you.
	You love recess, lunch and dismissal bells.
Involvement	Name some emotions you experience because of school.
Emotional Control	Divide the class into small groups for discussion of ways to deal with their emotions constructively.
	Give each group an example to discuss.
	The choice may be from the list previously suggested by the teachers and students.

Lesson 10 Family Relationships

The family is the basic unit of society. Most boys and girls have conflicts with parents, siblings, and relatives; most do not understand why. It will be our concern to reveal many of these common disputes, discuss the causes behind them, and help develop an understanding of how to cope with future situations. Hopefully, the boys and girls will develop some insight into the problems and responsibilities of parents, the feelings and equality of siblings, and the love and understanding shared by all members of a successful family unit.

Note: This lesson will be administered in the form of team-student dialogue.

Involvement

Use transparencies throughout, depicting parent-child confrontations, and other family situations.

Ask the boys and girls to suggest the nature of the family disruption; is it temporary; is it serious; what can the family do to help or correct it?

Family

Use transparencies

Families provide first identity:
- Name
- Religion
- Occupation
- Personal information

Families range in size and composition:
- Father
- Mother
- Children
- Foster children
- Grandparents
- Relatives

Families vary in customs and nationalities:
- Food
- Language
- Habits

Families play a community role:
- Citizenship
- Neighborhood
- Projects
- Recreation

Parents' involvement

Have the boys and girls suggest answers.

Why do parents seem so restrictive?

Responsibility to provide for your needs.
Help you develop social standards and ideals.

Why may they be the better judge of a situation?
  Experienced in life
  Know life's ups and downs

What are their main concerns?
  Your present development
  Your future goals

What other concerns might they have?
  Financial obligations
  You as an adult

How do you think you will raise your children?

What restrictions will you administer?

Will they understand your obligations and responsibilities?

Siblings

How do you get along with your siblings?

How can you prevent conflicts before they arise?

Should you be more of a companion?

Younger siblings:
  Share with them
  Understand them and their needs
  They are humans, too
  Help with various problems

Older siblings:
  Understand physical and social changes
  Help with various projects
  Some day you will be that age
  Refrain from aggravating or teasing

Relatives

Grandparents are the most experienced members of the family.

Their knowledge of situations in life should not be disregarded or wasted.

They have much to contribute to the family--love, companionship, and ideas.

Other relatives, as well, contain a reservoir of stories and experiences that can only add to one's learning process.

Love is the key to all relationships.

You will receive from your family as much love as you feel and express with them.

Filmstrip

"Young Teens and Family Relationships"
SVE 10 minutes

This filmstrip suggests attitudes that will help young people improve their relationships with brothers and sisters.

It tells some of the advantages of having brothers and sisters and the causes of brother and sister conflicts.

"Helping At Home" SVE 10 minutes

This filmstrip suggests ways in which each member of the family can share in the necessary work around home, so there is still time for fun.

It discusses benefits one can receive from sharing responsibilities at home.

Lesson 11 Developing Social Relationships

Boys and girls are increasingly aware of people around them and are concerned for the way they should act. Many display poor conduct simply because they don't know the proper behavior. This is a good time to involve the students in thinking out situations and to help them be more socially at ease.

Social Behavior
(Definition)

Every society establishes its own behavior patterns, either by written law or by unwritten attitudes.

Since most of the individuals in any society follow these behavior patterns, the maturing young people should realize what social behavior is accepted.

School Relationships and Behavior

The school , family, and peer group undoubtedly have the greatest influence in forming a basis for good social relationships and behavior.

We discussed family relationships in the previous lesson and will now move on to discuss another familiar area - SCHOOL.

To begin discussion each student could list either anonymously or orally the things he likes and dislikes about school and related activities.

Compile the list.

Boy-Girl Relationships

The class could discuss the statement, "In our class, more girls are interested in boys than boys are interested in girls."

Take a secret poll (secret ballot) to determine the validity of the statement.

From the poll previously taken, boys and girls mixing socially will probably be evident.

Ask the class to suggest possible group activities for their own peers.

Carry one idea into more detail by planning it carefully, such as an outing, field trip or party.

Mixing competitively is another aspect of boy-girl relationship, especially at this age level.

Discuss the stereotype roles in our society in regard to male-female competitiveness.

1. boys better at athletics
2. Girls may play softball, but boys may not play dolls.

School Manners

Dramatize situations showing positive and negative behavior.

Role Playing

This may be the first time the students have tried role-playing in a learning situation.

1. Volunteers
2. Real-life situations
3. Describe the problem clearly and types of personalities.
4. No script

Suggestions for Role-Playing Topics

a. with teachers
b. in cafeteria
c. changing class
d. new student
e. recess
f. pupil reciting in class

What we need to know to help us grow in our relationships with people

The class as a whole could list basic requirements for effective personal relationships.

1. friendliness
2. respect
3. interest
4. responsibility
5. enjoyment
6. acceptance
7. tolerance

Other Social Situations

With your friend

With your family

At a party

At work

Evaluation

Set aside enough time for the students to complete an evaluation of the course.

Emphasize the need for honesty in completing the form and respect for each other's privacy.

Collect all the evaluations at the same time.

FAMILY LIVING AND SEX EDUCATION

EVALUATION

Grade 6

Boy_____ Girl _____

Date_____ Grade _____

School ______________

The following information will help us improve the Family Living and Sex Education Course. Please select the answer that most nearly expresses your feelings. Please do not sign your name, and wait until the teacher reads over these questions with you. Use the back if you have to, and number the answer.

1. How did you feel in class?

   ________ comfortable
   ________ no different
   ________ uncomfortable (please explain)

2. Are you able to talk with your parents about the material presented in this course?

   ________ more than before taking the course
   ________ about the same
   ________ not at all (please explain)

3. Has this course helped you get along better with other people?

   ________ yes (with whom.)
   ________ no (please explain)

4. What would you like to learn that hasn't been discussed?

5. What did you like about the course?

6. What did you dislike about the course?

7. Do you think that this program has helped any of the problems or worries that concern boys and girls your age?

   ________ yes
   ________ no (please explain)

Lesson 12 Summary Lesson

The last class should leave a good impression with the students. Usually a review game is an activity that all enjoy; and at the same time, it helps to summarize the course. The students will be given an opportunity to ask any final questions that they may have.

Review Game

Jeopardy is a game that can involve all the class in some manner.

Use a transparency to show the list of topics and numbers for the related terms. An example:

Female Anatomy
10
20
30
40
50

Divide the class into teams that would provide good competition.

Allow one student to begin by choosing a topic and number.

One teacher will read the term while the other teacher identifies the first person to raise his or her hand.

If the student describes the term correctly, his team receives the score. If not, the score is subtracted.

Then, anyone has a chance to define it.

The student who defines the term chooses the next category and number.

Discussion of Evaluation

Read the results of the particular class evaluation.

Many times there will be comments, suggestions or unanswered questions for which a reply is needed.

Booklets

Distribute the booklet "His Her" to each member of the class.

Collect booklets at the end of the period.

The booklets will be used with the intention of showing the students in an amusing, animated fashion that there is much more to human sexuality than has been discussed in Units I and II.

Often there are students who feel they "know it all" now and, therefore, further learning is not necessary.

Vocabulary List

These are new terms introduced in the sixth grade curriculum.

Adrenal

Amnionic Sac

Cervix

Chromosome

Conception

Contraction

Cowper's Glands

Cytoplasm

DNA

Dominant Gene

Endocrine

Epididymis

Erection

Estrogen

Gene

Hymen

Implantation

Incubator

Kidney

Labia

Menopause

Miscarriage

Nucleus

Ova

Pelvic Region

Progesterone

Prostate

Recessive

Seminal Vesicles

Testosterone

Thyriod

Vas Deferens

UNIT III

INTRODUCTION

Sex education in the elementary grades emphasizes the fact that sexuality exists and that it is the basis of all family life. In grade 7 the curriculum not only emphasizes the fact that sexuality exists but that it is good when used wisely.

The attempt is made to expand the student's concept of sex beyond the sex act itself, and to broaden his understanding of human sexuality so he may see it as more of a creative force in life than just a physiological circumstance of reproduction.

It is necessary as a foundation to teach all the "facts of life," which will be covered in a review, but care must be taken to not merely let this become a course in human reproduction.

The need to listen to their feelings is very important and it is our responsibility to help students become more comfortable with their developing sexuality so that it does not become a source of shame or guilt. By constantly emphasizing the positive and creative side of the sexual being, we can help young people live with greater comfort and to make wiser sexual adjustments now and in their later lives.

INSTRUCTIONAL OBJECTIVES

GRADE 7

1. To give honest answers to questions asked.

2. To continue to develop mature objective attitudes toward sex.

3. To continue to develop an understanding of the changes taking place in the growing bodies and the variance in the rate of growth and maturity in individuals.

4. To encourage youth to discuss sex in a scientific, dignified fashion and talk frankly without embarrassment.

5. To develop the capacity of individuals to cooperate and enhance the sense of self-respect in the individual.

6. To establish a respect for human relationships and social mores.

7. To continue to develop fine family relations now and high ideals for their future families.

Sex Education and Family Living

Course Overview

Grade Seven

Lesson 1	Orientation Introduction Review Male and Female Secondary Sex Characteristics Pretest
Lesson 2	Male Reproductive System Film:"Boy to Man" New Vocabulary
Lesson 3	Female Reproductive System Film:"Girl to Woman" New Vocabulary
Lesson 4	Fertilization, Pregnancy, Childbirth, and Lactation Charts
Lesson 5	Question and Answer Period
Lesson 6	Maturation Process Infancy to Adulthood Physical, Mental, Social Changes Transparencies Film:"Steps to Maturity"
Lesson 7	Problems in Human Sexuality Venereal Disease Abortion Homosexuality Pornography Transparencies and Charts
Lesson 8	Peers and Personality Emotions Who Am I? Making and Keeping Friends Popularity Film: "Junior High--A Time of Change
Lesson 9	Boy-Girl Relationships Acquaintances Social Skills

Lesson 10	Family Case Studies Unfinished Story Small Group Discussion
Lesson 11	Social Values Panel Discussion Evaluation
Lesson 12	Summary Review Games Follow-Up Discuss Evaluation Booklet

UNIT III ADOLESCENT DEVELOPMENT

Lesson 1 Orientation and Sexual Maturation

Introduction

1. Welcome
2. City program
3. Why two teachers
    a. Varied background and training
    b. Different viewpoints
    c. Students feel more comfortable
    d. Team works together in planning and setting up equipment

Explanation of the Course

The course will consist of 12 lessons.

The parents will have companion courses in the evening relating the same material used in the classroom.

The first five lessons will deal with human sexuality, while the last seven will cover human relationships.

Class questions

Students will be free to ask questions at any time.

They will also have an opportunity to write unsigned questions and pass them in or place them in a question box which will be available. Everyone will pass in a slip of paper whether a question has been written or not.

Voluntary questions and answers will be encouraged, but no student will be directly asked to answer any question.

Good judgment should be used in answering all serious questions.

No ranks or grades will be given.

Open Discussion

A serious discussion may take place, at any time, and should not be abruptly stopped for the sake of time or completion of a lesson.

In human relationship lessons, class discussion is of prime importance and much time must be spent in preparing stimulating topics.

Techniques may vary:

1. Small groups
2. Whole class
3. Separate sex
4. Case studies
5. Written discussion questions

Stimulating a discussion is the key.

One course requirement

Mutual respect

Above and beyond common courtesy

Respect the right of privacy

Respect other members of the class

Sexual maturation

Introduction

The most important single event in adolescent development occurs in the changes that take place in the young person's body.

Before these changes occur, the adolescent is a child.

After they have occurred, the young person can have a child.

Some of the physical changes are spectacular. The boy may grow as much as 4 inches or more in a single year.

One day the girl is a child; the next day she has her first menstruation and she is a woman.

Secondary sex characteristics

Many changes are common to both sexes, but occur 1-2 years later in the majority of boys (12-14) as compared to the majority of girls (10-12) .

The following characteristics are common to both:

1. Bones lengthen and grow heavier.
2. Oil and sweat glands increase in size and production.
3. Hair on the armpits, around the genitals, and on the arms and legs.
4. Growth in height.
5. Gain in weight (fat period).
6. Voice change (boy's more radical).

Common to girls:

1. Hips begin to broaden
2. Breasts begin to develop (concern for size)
3. Onset of menstruation
4. Production of ova
5. Arms and legs fill out and round into curves
6. Skin develops fine and smooth texture

Common to boys:

1. Sperm production
2. Seminal emission (usually nocturnal)
3. Chest and shoulders broaden (muscles develop)
4. Penis lengthens (concern for size)
5. Skin thickens and becomes tough

One may question the causes behind all these body changes.

This is an appropriate time to discuss the endocrine system--its glands and hormones--and explain the biological reasons for sexual maturation.

Endocrine system

Audio visual material will be used to illustrate. The glands and hormones presented at this time are:

Pituitary

This pea-shaped gland, located in the head, is responsible for our entire body systems; and is, therefore, called the "master gland."

Specifically, the anterior lobe controls the production of sex cells--sperm and ova--and the amount of hormone--secretion by the reproductive organs--testes and ovaries.

The anterior lobe secretes at least six hormones, three of which are directly related to reproductive functions and are classified as gonadotropic.

They are:

1. FSH - Follicle stimulating hormone
   - Ripens egg cell in ovary
   - Develops sperm cell in testes

2. LH - Leutinizing hormone
   - Causes ovulation
   - Maintains corpus luteum

3. ICSH- Interstitial cell-stimulating hormone (male counter-part)
   - Causes production of sperm

4. LTH- Luteotropic hormone
   - Affects mammary gland secretion (milk)

Thyroid

These two jelly-bean shaped glands lie in the neck just below the larynx. The hormone they produce is thyroxin and it affects the rate at which the body grows and burns up energy.

Adrenals

These two walnut-like glands are located on top of each kidney.

They secrete adrenalin and are responsible for contributing to the development of male characteristics (primarily in males but found in females as well).

Testes

These two oval glands are located side by side in the scrotum and are 1½ inches in length.

After receiving FSH from the pituitary, they begin to develop immature sperm cells.

After receiving ICSH from the pituitary, they maintain two functions:

1. Production of mature sperm
2. Production of the hormone testosterone which brings about all the body changes.

Ovaries

These two oval glands are located below the navel and on each side of the uterus. They are similar in size to the testes.

The format of hormonal events is as follows:

1. FSH from pituitary stimulates growth of ovarian follicles (which contain immature ovum)
2. Estrogen now secreted by the follicle
    - brings on and maintains body changes
3. LH from pituitary causes ovulation and maintains remnants of follicle (now called corpus luteum)
4. Corpus luteum secretes progesterone
    - changes associated with pregnancy and childbirth
    - prepares and maintains lining of uterus

It is very important to stress the fact that no two people are alike; and, therefore, no two will reach puberty at a specific time.

Advantages and/or disadvantages may seem to be of concern to the adolescent, but it all depends on how the individual adjusts to his or her level of development.

If the team desires, they may comment on the advantages and imagined disadvantages of both those who develop early and those who develop late.

Early:

1. Leadership
2. Explain to others
3. New life begins

Late:

1. More time to adjust
2. Preview of coming attractions
3. Be patient

Physically one might be more advanced, but emotionally, socially, or mentally that same individual is no different from his or her classmates.

Pretest

The pretest is designed to help the teachers and students evaluate the current status of retention in subject matter, and identify those areas that need reviewing or greater study. Two pretests have been developed, and the use of either will be up to the team's judgment.

Vocabulary List

The vocabulary list contains all the new terms designated by an asterisk.

*Adolescence
*Adrenalin
*Adrenals
*Corpus luteum
Endocrine
*Estrogen
*FSH
*Follicle
Genitals
*Gonadotropic
Hormone

*ICSH
*Kidney
*Larynx
*LH
*LTH
*Mammary glands
*Maturation
Menstruation
Navel
Nocturnal
Ovary

*Ovulation
Ovum
Pituitary
*Progesterone
*Seminal emission
Scrotum
Testes
*Testosterone
*Thyroid
*Thyroxin
Uterus

PRETEST (A.) GRADE 7

______1. Pituitary (I)
______2. Hormone (D)
______3. Puberty (L)
______4. Masturbation (F)
______5. Nocturnal Emission (B)
______6. Semen (G)
______7. Penis (A)
______8. Urine (H)
______9. Scrotum (J)
______10. Urethra (C)
______11. Rectum (M)

A. Male sex organ
B. Wet dream
C. Tube for elimination of liquid waste
D. Chemical substance
E. Two organs that produce sperm
F. Handling of the genitals or sex organs
G. Fluid containing millions of sperm
H. Fluid released from bladder every day
I. Master gland found in the head
J. Sac of skin which contains testes
K. Male sex cell

______12. Circumcision (N)

______13. Testes (E)

______14. Sperm (K)

______15. Vagina (T)

______16. Uterus (X)

______17. Ovary (Z)

______18. Fallopian Tube (V)

______19. Menstruation (d)

______20. Egg Cell (O)

______21. Identical Twins (P)

______22. Umbilical Cord (U)

______23. Caesarean Birth (R)

______24. Premature Baby (S)

______25. Pregnancy (a)

______26. Labor (W)

______27. Emotion (c)

______28. Adolescence (Y)

______29. Acne (Q)

______30. Heredity (b)

L. Period of rapid growth and physical change

M. Tube for elimination of solid waste

N. Skin removed from around the tip of the penis

O. Female sex cell

P. Babies develop from one egg cell

Q. Pimples

R. Birth by surgery

S. Babies born prior to 9 months

T. Birth canal leading from the womb

U. Tube of life which brings food and oxygen to the baby

V. Tube between ovary and uterus

W. Period of time just prior to actual childbirth

X. Organ where baby grows (womb)

Y. Teen years

Z. Two organs that produce egg cells

a. Nine months of development

b. Features inherited from parents

c. An inner feeling (happy, sad)

d. Periodic discharge of the lining of the uterus

PRETEST B. (GRADE 7)

__E__ 1. Pituitary

__I__ 2. Masturbation

__M__ 3. Wet Dream

__R__ 4. Penis

__N__ 5. Urine

__S__ 6. Testes

A. Birth canal in female leading from the womb

B. Period - discharge of tissues and fluids every month

C. Baby born before 9 months

D. Storage of liquid wastes every day

E. Pea-like gland in head

F. Female organ where baby grows

J 7. Sperm

A 8. Vagina

F 9. Uterus

O 10. Ovary

B 11. Menstruation

K 12. Egg

C 13. Premature Baby

G 14. Pregnancy

P 15. Labor

T 16. Umbilical Cord

D 17. Bladder

L 18. Adolescence

Q 19. Acne

H 20. Heredity

G. Nine months before birth

H. Genes we inherit from our parents

I. Handling the sex organ

J. Male sex cell made in testes

K. Female sex cell made in ovaries

L. Years between 12 and 19 (teenage)

M. Ejaculation of semen at night

N. Liquid waste released every day

O. Female organ that makes eggs

P. Time directly before the baby comes out

Q. Pimples on the face

R. Male sex organ in front of the testes

S. Male sex organs which make sperm

T. Tube which brings food and air to baby inside the womb

Filmstrip

"Learning About Sex"

This filmstrip has been designed to help create in the classroom an atomsphere that will facilitate honest communication between adults and young people.

It is designed to encourage open interaction between the youths themselves.

INTRODUCTION TO LESSONS 2-5

ANATOMY

The anatomical differences between male and female will be the primary theme throughout these lessons. What it is to be a boy, what it is to be a girl, and the various attitudes and emotions involved will be discussed. Many seventh graders have problems distinguishing normalcy. They ask themselves what is normal and am I normal. They wonder why they haven't developed yet, or why others are so advanced. It will be important to point out that puberty comes to different individuals at different times, and also that various features between two individuals develop at different rates. Also covered in this section will be the creation of new life with all the various steps and growth patterns involved. Here again our mass media has done its job of confusing the process of birth, and it would be appropriate to stress the positive aspects -- love, new life, etc. and help erase many of the fears and misconceptions that may be present.

Lesson 2 - Male Reproductive System

In order to insure that the students have a good basic understanding of the physiology of the male, it is necessary to review male anatomy.

Film

Show the film "Boy to Man" - Churchill Films

The signs of male adolescent maturity, primary and secondary sex characteristics, wet dreams and masturbation are covered in the film.

It helps boys understand the changes in their feelings as well as the changes in their bodies.

Elimination System

Many students confuse the reproductive organs and openings with the excretory system.

It is important to distinguish the

1. kidneys
2. ureters
3. bladder
4. urethra
5. rectum

Male Reproductive System

Since the **class** will have viewed the film "Boy to Man" it will be easier to explain the male reproductive system and introduce the new vocabulary.

Path of Sperm

The most organized approach is to trace the path of a sperm using a transparency.

FSH and ICSH

The hormone FSH (Follicle-stimulating hormone). This is of prime importance in ova production in females, but also plays a role in the beginning of sperm production in males.

A second hormone ICSH (Interstitial cell-stimulating hormone) is the chemical actually causing the production of sperm in vast numbers.

Testes

Two oval bodies located in the scrotum behind the penis and are 1½ inches long.

In each testis is one half mile of thread-like tubules where the sperm cells are manufactured.

After receiving FSH and ICSH from the pituitary, the testes mature and secrete their own hormone -- testosterone.

	It is this chemical which when pumped into the blood stream brings about all the body changes -- hair, voice, height, etc. -- and keeps them at a speific level.
Scrotum	The skin like sac in which the testes hang. Very sensitive to temperature and contact. (Note to the girls: You have been warned not to ride with strangers and walk alone in dark places, to protect you from any man who might try to attack you. If this should ever happen, you could protect yourself by hitting or kicking the man in the area of the testes. This would be so painful to him that you could get away from him. It is dangerous to hit someone in this area, however, so this should only be used in an absolute emergency.)
Epididymis	At the back of each testis is an elongated mass composed of tubes wound together where sperm complete their development. The sperm then travel through the -
Vas Deferens	Small thick walled tubes about 2 ft. long connecting the testes with the internal organs of the male.
Seminal Vesicles	Milky fluids are now mixed with the sperm.
Semen	Glands opening into the vas deferens provide this fluid. The fluid and sperm are now called semen.
Prostate Gland	The prostate gland produces another fluid that mixes with the semen. It is located just beneath the bladder.
Cowper's Glands	These glands are located on either side of the urethra just below the prostate gland. Their function is to produce a fluid that lubricates and neutralizes the urethra before sperm pass.

Urethra	Canal which conveys urine from the bladder and semen from the sex glands.
Penis	The male organ containing the urethra.
Three Ways of Semen Release	Once started, sperm are produced continuously and build up in the upper vas deferens. Periodically they will have to be released. Usually at night when the body is at rest and the muscles are relaxed, the pressure on the nerve endings in that area send messages to the brain, which in turn relay the messages to the glands, the valve and the penis.
Ejaculation	The penis becomes erect; the glands secrete their fluids; the valve opens up and ejaculation takes place. This emission may be accompanied by a sexual dream or fantasy - thus the term "wet dream". It must be noted that seminal emissions are normal, nothing to be embarrassed about and common to all males who do not release sperm through masturbation or sexual intercourse.
Masturbation	This term describes a way in which sperm are kept from accumulating. The penis is handled in response to pleasurable feelings until orgasm and ejaculation are reached. This subject is of great concern to parents (the majority of whom still hold to the idea that it is bad, or shouldn't be practiced) and should be approached in such a manner as to put their minds at ease. Medical science has found that masturbation causes No Physical Damage Or Side Effects. Many boys and parents will be relieved to hear this. The harm that may result from this type of sexual experience is the fear and guilt associated with masturbation in the minds of adolescents.

	Fear and guilt usually will not stop masturbation.
	As a result the boy's level of anxiety rises as well as his doubts of manhood.
	Almost all males masturbate at some time during their life.
Sexual Intercourse	This is the third method in which semen is released.
	This concept will be discussed in Lesson 4.
Circumcision	Circumcision is the removal of the foreskin around the tip of the penis.
	It can be done for reason of health or religion.
	Many doctors now claim that circumcision allows the male to keep the penis clean and thus prevent the collection of bacteria and secretions called smegma (which may be a direct cause of infection in that area.)
	It is usually decided by the parents whether or not their son should be circumcised after birth.
	Many parents say yes and many say no.
	It makes little difference.
Vocabulary List	With new terms indicated by an asterisk

Pituitary Gland

*ICSH

*FSH

Sperm

Testes

Semen

Scrotum

*Epididymis

*Vas Deferens

*Seminal Vesicles

*Prostate Gland

*Cowper's Gland

Urethra

Penis

Nocturnal Emissions

Masturbation

Sexual Intercourse

Circumcision

Erection

*Ejaculation

Lesson 3 Female Reproductive System

A thorough understanding of the female anatomy is very important since much of the forthcoming lessons are related to it - menstruation, pregnancy, childbirth. A review of the basic physiology and an addition of new terms and information should be sufficient to clarify any future discussions.

Film

Show the film "Girl to Woman" - Churchill Films

The signs of female adolescent maturity, primary and secondary sex characteristics, body hygiene, menstruation, pregnancy, and childbirth are covered in the film.

It helps girls understand their emotional as well as their physical changes.

Elimination System

Many students confuse the reproductive and excretory systems.

As it was done with the male, time will be allotted for clarification of the two.

It is important to distinguish

1. kidneys
2. ureters
3. bladder
4. urethra
5. rectum

Point out that, unlike males, a female has 3 openings - vagina, urethra and anus - and the urethra is used solely for urination.

Female Reproductive System

The best approach to this lesson is to trace the path of an ovum (using a transparency) again, since the film has already been viewed.

This lesson should be made easier to understand, especially in reference to it.

Much of the following information will be too confusing for many classes.

It is suggested that the team deliver as much as they feel a particular class can learn.

Some classes will receive only basic anatomy, and others may be able to absorb the entire presentation.

Display vocabulary list on a chart.

Hormonal Events

The pituitary gland releases FSH (Follicle stimulating hormone) at a particular time in life -- pubescence.

This hormone develops the ovaries until they have matured.

It then stimulates the ovaries to begin ova production.

The Graffian Follicle is a sac-like structure containing a ripening egg cell.

FSH increases the follicle maturation and forces it to produce and secrete a hormone - estrogen.

The cells on the inside lining of the follicle produce the estrogen, and the whole unit -- follicle and cells -- is found in the ovary.

Estrogen acts like testosterone in that it is secreted into the blood stream and pumped throughout the body to bring about and maintain all the body changes that take place during pubescence.

It also is responsible for the building of the lining of the uterus in preparation for a fertilized egg.

The secretion of FSH steadily diminishes as the days pass by, and the secretion of a second hormone from the pituitary begins to take over. LH (Leutinizing hormone).

This usually occurs after the 13th or 14th day when the ovum is fully mature.

LH helps bring about ovulation.

When an egg is discharged from a follicle, the remaining follicular cells multiply rapidly and fill the cavity of the follicle just ruptured.

The new cell growth is yellow in color and is called the corpus luteum (yellow body).

The female hormone progesterone is produced by the corpus luteum.

LTH (Lactogenic Hormone) is thought to maintain the corpus lutem for the remaining number of days - usually 13 or 14 - so that it can continue the production of progesterone.

If the traveling egg cell has not been fertilized, the corpus luteum disappears at the end of the cycle and progesterone secretion ends.

Progesterone is responsible for constructing a lining in the uterus, and maintaining that lining during pregnancy.

If no fertilization takes place, progesterone ceases, the lining breaks down and the cycle ends, only to begin over again in preparation for the next ovum.

Ovary

The two ovaries are similar in size and shape to the testes (Oval, 1½ inches.)

They serve two functions.

1. Production of estrogen and progesterone
2. Production of mature ova

They have contained thousands of immature egg cells since birth awaiting the message from pituitary (FSH) to begin to ripen.

Ovulation is the releasing of an egg cell (ovum) from the Graffian Follicle in the ovary.

The ovum usually finds its way to the mouth of the Fallopian tube.

Fallopian Tube

The Fallopian tube is about 4 inches long and is attached at one end to the uterus.

It is lined with cilia (fine hair-like structures) that help move the ovum along toward the uterus.

Uterus

The uterus is a hollow pear-shaped organ with a very muscular composition.

It is here that the lining needed to nourish a developing baby builds up and breaks down periodically.

It is also here where the fertilized egg mass will attach and grow into a new life.

Cervix	At the stem of this pear-shaped organ lies an opening to the outside. It is known as the "neck" of the uterus and is called the cervix.
Vagina	The cervix leads into a muscular canal about 5 inches in length called the vagina. It is through this canal that the periodic discharge of the uterine lining travels, and it is also through here that childbirth takes place, thus the term "birth canal".
Hymen	At the end of the vagina there remains in many girls a thin ring of tissue called the hymen. It was a common belief many years ago (and still held by some today) that if the hymen was intact, the girl had not had sexual intercourse and was termed a virgin. Today, however, medical science has disclaimed this belief, knowing for a fact that many hymens are weak and break very easily -- normal exercise and activities, and other hymens are very strong - remaining intact even after intercourse.
Urothra	The next structure forward is the urethra. It is through this opening that liquid wastes (urine) are released.
Clitoris	The last structure forward is the clitoris. This small structure is congested with blood vessels and nerve endings, and plays an important role in sexual arousal of the nervous system in the body.
Labia	On each side of the above structures - vagina, urethra and clitoris - are two double folds of skin. The inner folds, nearest the structures, are small. The outer folds are larger. Both serve as a means of covering and protecting the tender exposed structures.

Vulva	A common term depicting all these structures - vagina, urethra, clitoris and labia, is vulva.
Menstruation	The normal discharge of blood and tissue from the uterus through the vagina, occurring once a month for most women. While the egg is maturing in the ovary, a special lining with a very high blood supply is building up on the inside of the uterus due to the action of estrogen. If the egg is fertilized, this lining provides a cushion and nourishment for the baby during its early development. If the egg is not fertilized and there is not going to be a baby developing, the lining is not needed and it gradually pulls away from the inside of the uterus (due to the decrease of progesterone) causing a discharge that lasts 3 - 5 days, generally. Each girl has her own time table. A girl menstruates every 20 to 35 days, the average is every 28 days. After the first two years of menstruation she should be regular within her own cycle.
Irregularity	During the first two years a girl may skip a month and not have her period, or she may menstruate twice in the same month. This is no cause for alarm. If these irregularities continue after two years a doctor should be consulted. Girls may experience cramps during the first days of the menstrual period. Rest, a proper diet, and regular exercise will help to eliminate these. Sanitary napkins or tampons are used to collect the menstrual discharge.
"Old Wives Tales"	Cleanliness is very important during menstruation. Medical authorities state that there is no harm from showering, bathing, or

shampooing during menstruation.

The temperature of the water should be neither too hot nor too cold.

The teacher should make some statement regarding the attitude of the male member of a family toward a female member who happens to be menstruating.

Males do not need to treat girls and women as invalids, but perhaps a little special consideration might be appreciated.

Girls are apt to be emotionally tense just before and during menstruation.

They often cry easily or become angry more easily.

Exercise is good for a girl during menstruation as long as she uses common sense.

She can do most anything she normally does.

Vocabulary List

New words indicated by an asterisk

*Adolescent

Anus

Bladder

Cervix

*Cilia

*Clitoris

*Corpus Luteum

*Emotion

*Estrogen

*Excretory

Fallopian Tube

*FSH

*Graffian Follicle

Hormone

*Hygiene

Hymen

Kidney

Labia

*LH

*LTH

*Maturity

Menstruation

Ova

Ovary

Ovulation

Ovum

Pituitary

Pregnancy

*Progesterone

*Pubescence

Rectum

Tampon

Testes

*Testosterone

*Ureter

Urethra

Urine

Uterus

Vagina

*Vulva

Lesson 4 Fertilization, Pregnancy, Childbirth and Lactation

Vocabulary List	The fertilization, pregnancy, childbirth and lactation vocabulary list should be posted. This will assist in reviewing proper spelling and pronunciation.
Charts and Illustrations	Showing the passage of time involved in the process of pregnancy. The movement of the ovum beginning with ovulation and ending with implantation. The expansion of the mother's uterus during her nine-month pregnancy. The life span of the egg and the life span of the sperm. Indicates when fertilization can occur. Placenta indicates materials that can and cannot be exchanged between mother and baby.
Important Interchange	Before fertilization or the coming together of the sperm and the egg, there must be a coming together of the father the the mother, This coming together is called sexual intercourse, which means an interchange as one interchanges thought, feeling, friendship, or love with another. Sexual intercourse is a special way that married husbands and wives express their love and their desire to share everything with one another. The father and the mother lie close to each other and the erect penis is placed into the vagina. The movement of the penis causes the semen to be released into the vagina.
Married Love	Intercourse is a very special part of married love and the closeness brings much pleasure to the man and wife. Because a man and wife who love each other want to be close to each other, they will have intercourse even when they do not intend to have a baby.

When a married couple does want to have a baby, intercourse provides another kind of sharing.

It allows a married couple to share the joy of bringing new life into the world.

Timing

The sharing together in bringing about new life requires special timing.

The short life span of the egg cell, 12 to 24 hours, limits the time period during each month in which a sperm and an egg can unite.

This time period lasts about 3 to 5 days each month.

The chance of a sperm and an egg joining together is greatly increased by the fact that the father produces millions of sperm cells when only one is needed.

When the semen is released, millions of sperm cells swim up the vagina through the uterus and into the Fallopian tube, but only a few reach the egg.

When a sperm reaches the egg it becomes excited and its tail beats more rapidly.

The beating tail gives the sperm more force to push its head into the egg.

The sperm cell cannot get into the egg cell by force alone.

To help the sperm accomplish this task there is a special fluid inside the head of the sperm.

This fluid is similar to the fluid that eats away at the food in your stomach.

The sperm releases this substance as it nears the egg.

This substance eats away at the covering of the egg cell and allows the sperm to enter.

Fertilization

The union of the sperm and egg is still not complete, however.

The important directions for making a new baby are contained in the nucleus of the sperm and the nucleus of the egg.

The nucleus of the sperm cell is in its head.

The nucleus of the egg cell is in its center.

Chromosomes and Genes

Inside the nucleus of the sperm and inside the nucleus of the egg are chromosomes and genes.

The genes contain all the instructions necessary for the design of every part of a new baby.

A design for a new baby is laid out when the sperm nucleus combines its information with the nucleus of the egg, or, to put it another way, when the genes from the sperm are joined with the genes from the egg.

The pooling of instructions or genes will result in such important decisions as:

1. Whether the baby will be a boy or girl.
2. What color of eyes the baby will have.
3. What color of hair the baby will have.
4. What color of skin the baby will have.
5. Whether the baby will be tall or short.

After the genes from the sperm cell join the genes from the egg cell, the fertilized egg begins to divide into many cells.

These cells will be needed to carry out the instructions from the genes.

Fallopian Tube

During the first three or four days after this union, the dividing cells drift down the Fallopian tube toward the uterus.

Meanwhile the uterus has been busily preparing a nest for the fertilized egg.

The wall of the uterus is now extra thick and is filled with rich, nourishing blood.

When the group of dividing cells arrive at the uterus on the 4th day they don't settle into the nest.

Instead they float around in the uterus for about four days.
Finally, in need of food and nourishment the group of cells burrow a nest in the

	uterine wall and settle inside.
Implantation	This is called implantation.
Embryo	Comfortable in the wall of the uterus, the dividing cells are carrying out the instructions from the genes.
	This group of dividing cells, called an embryo, will have a lot of growing to do before a baby is formed.
	During this growth period inside the uterus, the embryo will need a means of obtaining food, oxygen, water, and a means of removing waste products.
Placenta	This food and waste service is provided by the placenta.
	The placenta is an organ in which the transport systems of mother and baby meet to exchange materials.
	The mother's system brings nutrition and oxygen to the placenta while the baby's transport system brings waste products.
Umbilical Cord	The placenta is connected to the growing embryo by the umbilical cord.
Navel	The umbilical cord is attached to the baby at the navel.
	The mother takes care of the baby by taking care of herself.
	The baby can only receive as much food, oxygen, calcium and vitamins as the mother has to share.
	At this time a discussion on harmful supplies to the baby's system can take place.
"Bag of Water" Amnion	A further health measure is the "bag of water," which tightly surrounds the growing embryo in the uterus.
	The "bag of water" is called the amnion.
	The amnion protects the growing embryo by cushioning it from blows.
	Also, the temperature of the amniotic water is ideal for the embryo's growth.
Class Activity	Divide the class into nine groups representing each month of intra-uterine growth.

Have a section of books and materials available in the classroom.

Each group will do research on the growth that takes place during their assigned month.

Each group will also prepare a report to share with the class on what they have learned.

Also, illustrations could be made to scale, and this will add more meaning to their presentations.

Below is an outline, month by month, of the development of the baby.

It is intended to help the teacher organize the nine groups and is not intended to be lecture material.

End of First Month

1. About 3/16 inches long.
2. Backbone and spinal canal forming.
3. Heart pulsating and pumping blood.
4. No eye, nose, or external ears visible.
5. Digestive system beginning to form.
6. Small buds, which will eventually become arms and legs, are present.

End of Second Month

1. About 1 1/8 inches long.
2. Weighs about 1/30 of an ounce.
3. Face and features forming; eyelids fused.
4. Limbs beginning to show distinct divisions into arms, elbows, forearms and hand, thigh, knee, lower leg and foot.
5. Distinct umbilical cord formed.
6. Long bones and internal organs developing.
7. Tail-like process disappears.

End of Third Month

1. About 3 inches long.
2. Weighs about 1 ounce.
3. Arms, hands, fingers, legs, feet and toes fully formed.

4. Nails on digits beginning to develop.

5. External ears are present.

6. Tooth sockets and buds forming in the jawbones.

7. Eyes almost fully developed but lids still fused.

8. Heartbeat can be detected with special instruments.

9. Baby's hands are fully formed with fingers and nails all distinctly present.

10. The uterus begins to enlarge with the growing fetus and can now be felt extending about half-way up to the umbilicus.

End of Fourth Month

1. The baby is now about 6½ to 7 inches long and weighs about 6 ounces.

2. It has a strong heartbeat, fair digestion, and active muscles.

3. Its skin is bright pink and transparent and is covered with a fine, down-like hair.

4. Most bones are distinctly visible throughout the body.

5. The head is disproportionately large at this stage.

6. The eyes, ears, nose, and mouth approach typical appearance.

7. Eyebrows appear.

End of Fifth Month

1. The baby measures about 10 to 12 inches long and weighs 1/2 to 1 pound.

2. It is still bright red.

3. Its increased size now brings the dome of the uterus to the level of the umbilius.

4. The internal organs are maturing at astonishing speed but the lungs are insufficiently developed to cope with the conditions outside the uterus.

5. The eyelids are still completely fused at the end of five months.
6. Some hair may be present on the head.

End of Sixth Month

1. At the end of the sixth month the baby measures 11 to 14 inches and may weigh approximately 4 pounds.
2. The skin is quite wrinkled and still somewhat red and is covered with a heavy, protective, creamy coating.
3. The eyelids are finally separated and eyelashes are formed.
4. Fingernails now extend to the end of the fingers.

End of Seventh Month

1. The baby's weight is now about 4-5 pounds and it is about 3 inches longer.
2. However, it still looks quite red and is covered with wrinkles, which will eventually be erased by fat.
3. At seven months the premature baby has a fair chance for survival in nurseries cared for by skilled physicians and nurses.
4. The seven-month baby is wrinkled and red.

End of Eighth Month

1. In the absence of premature labor the growth and maturation of the last two months are extremely valuable.
2. From the 4 pounds at the beginning of the month, it will add 1 to 2 more pounds and will lengthen to 16½ to 18 inches by the end of the eighth month.
3. The bones of the head are soft and flexible.
4. If born now its chances for survival are much greater than those of a seven-month fetus, although there is a popular fallacy to the contrary.
5. Ossification of all bones of the hand and wrist is not complete until the child is nearly 17 years old.

End of Ninth Month

1. At birth of a full term, the baby weighs on an average about 7 pounds if a girl and 7½ if a boy.

2. Its length is about 20 inches.

3. The fine, downy hair has largely disappeared.

4. Fingernails may protrude beyond the end of the fingers.

5. The size of the soft spot between the bones of the skull varies considerably from one child to another, but generally will close within 12 to 18 months.

Birth Begins
First Stage

As birth nears, the uterus becomes narrow.

This straightens the baby's body so that the head is pressed against the closed cervix.

Vigorous contractions by the muscles of the upper uterus begin the birth process by pushing the baby through the cervix and into the vagina.

These muscles contract and relax in periodic rhythm.

They break the protective bag of waters or amnion,

The water from the amnionic sac spurts out into the vagina.

This water lubricates the birth passage.

As the baby's head slips down through the cervix, the first stage of birth is completed.

Second Stage

The second stage of birth begins.

This stage of birth is shorter but requires added force.

During this second stage, a great deal of effort is required by the mother.

This is why the birth process is appropriately called labor.

Special muscles in the mother's body are geared to begin expelling the baby from the uterus through the vagina.

At the same time the muscles of the vagina stretch to allow the baby to pass through to the outside of the body.

Crowning

At last the baby's head peers through the opening.

The birth of the baby's head is called crowning.

When the head appears the doctor gently assists in the removal of the baby from the birth canal.

After the baby is removed from the birth canal the doctor ties the umbilical cord and cuts it close to the body.

This cutting cannot be felt any more than you feel your hair being cut off at the beauty parlor or barbershop.

This cutting of the cord leaves a scar that we call the belly button or navel.

The baby's birth is now complete.

On the average, a baby will weigh 7 pounds at birth and be approximately 19 to 21 inches in length.

The baby may be covered with water, fluid and downy hair from its stay in the uterus.

The nurse or doctor will clean these away.

Meanwhile, the mother's job is not yet complete.

The uterus is still contracting and expelling after the baby is born.

Third Stage
Afterbirth

The remainder of the umbilical cord and the placenta are expelled through the vagina.

Together they are called the afterbirth.

Three days after the mother and baby have completed the birth process, the baby turns to its mother again for food.

Review postnatal care for baby.

Breast Feeding

The mother will put the baby to her breast and the baby will suck on her nipples to get milk.

This is what we know as breast-feeding the baby.

Lactation

Production of milk by the breasts is termed Lactation.

Lactation is hormonally initiated.

The responsible hormone is LTH, produced by the pituitary gland.

It happens this way:

1. During prenancy, large secretions of estrogen and progesterone prepare the breast for lactation.

   The ductile system grows and branches and large amounts of fat are deposited.

2. At the same time, estrogen and progesterone prohibit release of LTH by the pituitary.

3. Then when the placenta is delivered, the levels of estrogen and progesterone are suddenly decreased.

4. When the inhibiting force of these two hormones is removed, the pituitary gland releases LTH.

5. LTH, in turn, causes the breasts to produce milk.

The Ejection of Milk

Milk produced in the breasts is stored until the time of nursing.

The mechanism for release of milk is as follows:

1. As the baby suckles the breasts, a sensation is transmitted to the brain.

2. The brain in turn signals the pituitary gland to release oxytocin - a hormone.

3. Oxytocin enters the blood and within 30 seconds causes secretion of milk.

Continued Production and Secretion of Milk

Continued milking of the breasts causes continued release of LTH and thus continued production of milk.

(The dairy industry is dependent upon this physiological mechanism.)

This production could be continued for several years if the breasts were continuously sucked.

However, if milk is not removed from the breasts, they lose their ability to produce milk after about two weeks.

Other Effects of Lactation

After childbirth, the uterus returns to its normal size more rapidly in lactating women than in those who have not nursed their babies.

This is thought to occur because of a small amount of estrogen secreted during lactation.

Physiological factors associated with lactation may also prevent the normal menstrual cycle for the first few months following childbirth.

However, the lactating woman may have normal cycles, and she is capable of becoming pregnant.

Bottle Feeding

Some mothers prefer not to breastfeed their babies.

Carefully prepared milk formulas are fed to the baby by bottle.

Both breastfed and bottlefed babies receive ample nourishment.

Babies require a lot of care.

They are born helpless and depend upon their family for survival.

The family is indeed important.

Families must plan carefully for each baby.

Each family has a responsibility to the helpless new being to care for it and love it so that it may grow up happily and healthfully.

As long as there are families who share and love one another, there will be more babies .... more families .... more babies.

SUMMARY OF FACTS ABOUT HUMAN REPRODUCTION

Egg	Largest human cell, big as a pin point, about consistency of hard gelatin, lives 12 to 24 hrs.
	Women produce about 400-500 eggs during reproductive lifetime.
Sperm	1/85,000 volume of egg.
	3 to 4 hundred million in one ejaculation.
	Live from 24 to 72 hours.
Sperm Determination	Any egg may produce boy or girl.
	Sperms of two kinds of sex chromosomes with X producing girls - Y producing boys.
	Approximately 106 boys to 100 girls at birth.
Birth	96% born head first.
	16 hours of labor average for first child.
	8 - 12 hours labor over-all average.
	98% of babies breathe without help.
	More than 2,500 miscarriages each day in the United States.
Malformations May Be Due To.	a. Heredity characteristics.
	b. Disturbance of normal processes of development.
	c. Inadequate pre-natal care.
	d. Diseases of the mother -- syphilis, three-day measles.
	e. Age of mother (very young mothers have more malformed babies.)
R.H. Factor	**85% plus have R.H. Positive Blood**
	Mother positive - father positive - no trouble
	Mother negative - father negative - no trouble
	Mother positive - father negative - no trouble
	Mother negative - father positive - probably trouble after the first child.

Multiple Births

Identical Babies result from the very early divisions and separation of one egg cell fertilized by one sperm.

Non-Identical or Fraternal Babies result from the presence of more than one egg; each of which is united with a different sperm.

Siamese Babies result when one egg is fertilized by one sperm and the separation is not complete.

Chances of multiple births are higher when either or both of the parents have multiple births in their families.

Occurrence of multiple births approximate

One set of twins every 86 births.

One set of triplets every 6400 births.

One set of quadruplets every 512,000 births.

One set of quintuplets every 20,000,000 births.

Lesson 5 Question and Answer Period

This lesson will be the only formal written question and answer period for this unit. Hopefully, the students will now be acquainted with their teachers and comfortable with their classmates to the point where they will respond openly either by writing questions or asking them orally. If the teachers feel the need by a particular class for another private question and answer period, it would be worthwhile to schedule time later in the unit.

Write questions	Allow the students enough time for serious thought about any sincere question on human sexuality. Sometimes it is good to inform the students before the lesson that they will be given an opportunity to write questions on a given day. Special care should be taken to protect each student's privacy as they write their questions. Each student should turn in a piece of paper even if there is no question asked. Try to use similar paper for each set of questions.
Answer questions	The teachers should answer all questions. It is helpful to open and glance at all the questions before starting to answer them. It is then possible to begin the answers with a "light" or amusing question rather than being deeply serious or approaching a very emotional question first. If it is hard to understand the question or if a question is misunderstood, the students should be encouraged to rewrite the question. No question should ever go unanswered because the student does not know the proper words.

Lesson 6 Maturation

The purpose of this lesson is to tie together the mental, social and physical aspects of growing up. When the students are told about the occurrences in a sequential form, they will more readily accept the changes and attitudes of the early teen years. Also, the students usually like to contribute examples of behavior from observation of younger siblings or babysitting experiences.

Infancy	Use transparencies showing pictures of people at each age level.
	Soft spot closes.
	Baldies develop hair.
	Cord falls off -- navel heals.
	Immunizations from mother to approximately 3 months.
	Crying is baby's first language.
	Eating and sleeping are chief needs.
	Begins to be attracted to bright objects and to recognize family.
	Coos and gurgles.
	Some start thumb sucking.
	Adds orange juice and strained foods to diet.
	Rolls and wiggles - lifts head.
	Grasps things - hand to hand - pops into mouth.
	Teething.
	Enjoys cuddling to make happy and secure.
One and Two	Sitting and standing.
	Games - peek-a-boo and pat-a-cake, etc.
	Reduce to one nap.
	3 meals a day.
	Self-feeding.
	28 to 31 inches 17 to 24 lbs.
	Still wary of strangers.
	Curiosity - into everything - commonplace things are brand new.

	Wants to do more on own.
	By two into "No" stage, maybe.
	Perhaps toilet trained.
	Can usually run .
	Likes to empty and fill things.
	Doesn't actually play with other children but good to be near them.
Three to Five	Up and Down behavior - 3 may be sunny, 4 a trying time and 5 back to better disposition.
	Learns to play with others bit by bit. Shares toys.
	Opens doors - climbs stairs.
	Learns to dress self.
	Uses imagination in play.
	Consciously tries to act like parents and adults admired.
	Interest in sound and meaning of words.
	Develops fears - animals, dark, etc.
	Many ask questions about death, sex.
	Hops, skips, and somersaults.
	May lace shoes.
	Nursery school and subprimary - 1st experience in learning.
	Formal school-like surroundings away from home.
	May be jealous of new siblings - overtly or regresses to baby ways.
Six to Eight	First permanent teeth in back of primary.
	Heightened discovery.
	Have much to tell and talk about.
	Makes friends on own.
	Usually takes to school eagerly.

May lapse back to baby behavior, tantrums, toilet lapses, thumb sucking.

Muscular coordination increases great deal, helps bike riding, etc.

Development of smaller muscles - hands, eyes, slower and uneven.

Girls usually faster.

New skills - reading, writing, math can be hard for any child.

Age of intensity when concentration for short spells - not aware of others or talking.

Inevitable cuts and scratches decorate - quite healthy otherwise.

Need sleep 12 hours - so busy.

Independence, yet still very close to parents and wants to measure.

Nine to Twelve
(Preadolescence)

Quick to note and comment on parental deficiencies , real and imagined.

See themselves as almost grownup.

Some lose affectionate dispositions.

Boys especially may become sloppy. Girls tomboy stage, maybe.

Can't wait to leave house to join pals in girl or boy groups.

Shift away from family to their friends and their parents willing to help there.

Clubbable age.

Usually healthy girls' growth spurt.

School may be hard - hard to turn off restlessness.

Like to be useful and important.

Teen Years

Concentration more on business of growing up.

Much wavering .

Wants to make own choices: clothes, friends, plans .

Learning that responsibility goes with freedom and independence.

Don't want absolute independence.

Want and need limits - although probably wouldn't say so.

Most like school most of the time, but problems with school work.

Awkward age.

Want to be accepted especially by opposite sex.

Sexual developing can cause problems - Especially sexual maturity.

Worried about different rates of growth - complexion.

Need to conform to crowd stronger now.

Dating begins.

Maturity ????????

Loves someone besides self.

Accepts disappointment.

Cooperates with others.

Judges situation as it is and not as he wants it to be.

Self-reliant -- effective use of his abilities.

Film

Show the film "Steps to Maturity" by Walt Disney.

This animated film shows the physical, social and mentality development of an individual from infancy through adulthood.

Responsibility is emphasized throughout as an underlying theme.

INTRODUCTION TO LESSONS 7 - 12

HUMAN RELATIONSHIPS

An inward desire to be loved and accepted by family, friends, and other adults causes much concern among our young teens. The lessons are aimed at relieving these personal problems, establishing self identity, and hopefully, ending with an individual better able to cope with his environment. By allowing the class to discuss case studies, or personal experiences, many deep-seeded problems may be revealed that probably would have remained buried. Topics dealing with friendships, personality, family living, and social values will cover an area that ordinarily would remain untouched (for the student to work out on his or her own). Most boys and girls appreciate the effort made by classmates to help with a particular problem, even though it is unsigned and kept private. This attitude also helps the individual to become more involved in the class and leave his or her refuge of seclusion.

The following list of filmstrips may be used as supplementary material to stimulate group discussion in the following lessons.

Filmstrips: "Are You an Interesting Person"
"How Can I Understand Other People"
"Understanding Myself"
"I Never Looked At It That Way Before"
"Think of Others First"
"Why Should I Care How He Feels"
"Somebody's Cheating"
"Young Teens and Family Relationships"
"Dating Topics for Younger Teens"
"Your Best You"

Film "Belonging To The Group"

Lesson 7 Problems of Human Sexuality

Seventh grade students are exposed to a dilemma of social problems. Most encounter articles or stories about venereal disease, abortion, pornography, and homosexuality; but few have any real inclinations as to what they mean. Our afternoon soap operas expound on promiscuity, illegitimacy, abortion and love affairs; our magazines and newpapers and theaters cover V. D., homosexuality and pornography quite well.

This lesson should provide enough information so that we may define our social problems and bring to light false stories or beliefs.

Negative aspects of human sexuality	These are areas about which there is much publicity and misunderstanding.
	The areas being discussed: 1. Venereal disease 2. Abortion 3. Homosexuality 4. Pornography
	Use charts, diagrams, and transparencies to illustrate.
Venereal disease	The most common method for transmitting venereal disease is by sexual contact.
Germs	Usually venereal diseases are caused by a bacteria type germ.
	Thus it is not related to the cleanliness of the body or to the economic level of the person afflicted.
Statistics	The venereal diseases as a group are the most prevalent communicable diseases in the U. S.
	The greatest percentage of occurrence is the 20-25 year olds.
	The greatest percentage of rise in occurrence is the teenage group.
Syphilis	100,000 cases reported annually.
	Over 4,000 teenage case increase in this age group.
	Spirochete corkscrew shaped.
	Sexual contact through mucous membrane of genital area or mouth.

Special microscope needed to see it

Enters in bloodstream in matter of hours although it usually takes about 3 weeks for symptoms to appear

Four stages

1. Sore (chancre) develops early
   Lymph glands swell
   Symptoms disappear if treated or not
2. Rash appears, headaches, sore throat, etc.
   "Great Pretender"
3. Latent 3rd stage
   After 2 years doesn't affect contacts and can last a lengthy time
4. Visable 4th stage affects all parts of body
   Brain damage, insanity, blindness, paralysis, death

Treatment

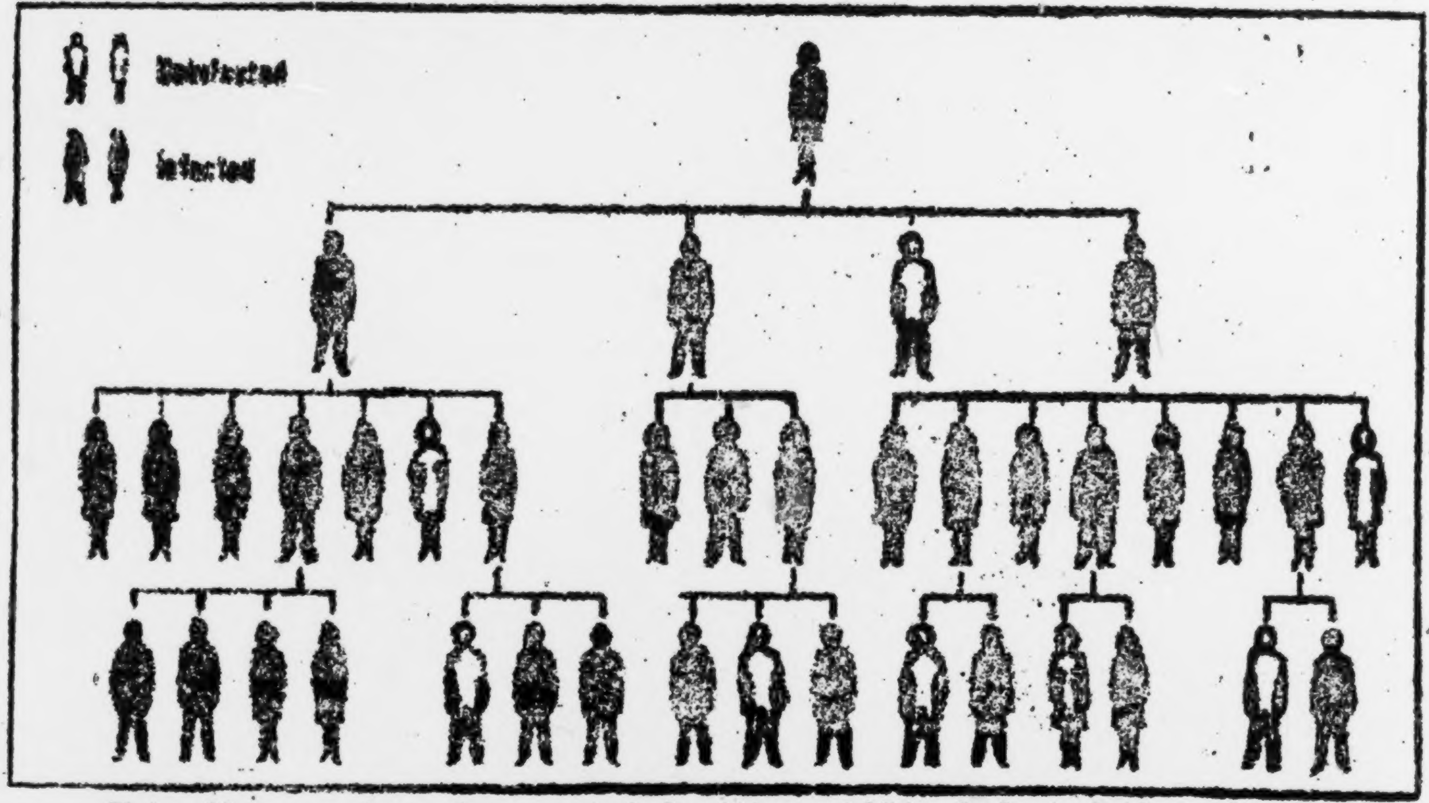
Treatment by penicillin

Can go to City Hall Health Department without parental consent

Congenital syphilis

Congenital syphilis carried by infected mother can infect baby

HOW VD IS SPREAD



This diagram shows how one girl with syphilis infected three boys, who in turn infected 16 other individuals directly and 11 others indirectly. The diagram represents an actual outbreak of the disease in Tennessee. The spirochetes were transmitted not only by sexual contact but also by household contacts such as sharing chewing gum—hence the apparent transference of disease to members of the same sex. Syphilis was spread until it involved even three children, innocent victims of the carelessness of older members of their families.

Use transparency to illustrate.

Gonorrhea

This is an old disease and it is believed that reference is made to it in the old Testament.

It is the most common venereal disease.

One attack does not result in lasting immunity; and, therefore, it is possible to have repeated bouts.

There is no blood test for gonorrhea, and it is unlikely to be detected in premarital tests or physical examinations.

Stages

The period of time that elapses between the time the germ enters the body and the time its symptoms appear is usually 3 to 7 days.

In the male

The germs attack the urethra of the male.

1. Swelling of urethra and penis
2. A painful, burning sensation with urination
3. Yellow discharge from the penis
4. Frequent need to urinate

Untreated male

It may spread to the external areas of the genitals as well as the rest of the reproductive organs causing sterility.

Later is can cause arthritis, heart disease and affect other body parts.

In the female

The disease is usually not as noticeable in the female.

1. Infection of cervix and/or urethra
2. A stage of residual infection
3. The difficulty in diagnosis of female gonorrhea is a major problem in controlling the disease

Later complications are similar to those of the male in that they affect other parts of the body.

Actually, it can be more destructive in the female in the final stages.

Treatment

Treatment is usually administered in the form of penicillin or related drug.

However, there are new strains, one that is found in SE Asia, that resist treatment by penicillin.

It is important to follow up on the sexual contacts of the infected person in order that the others may receive treatment.

In Maine, it is now possible to be treated without consent of parents for a venereal disease even if the young person is under the age of consent (20).

Other venereal diseases

There are other diseases that are spread by sexual contact (intercourse);and, therefore, are considered venereal:

1. Chancroid
2. Lymphogranuloma venereum
3. Granuloma inguinale
4. Nongonococcal urethritis

Abortion

Abortion can be described as the emptying of the pregnant uterus.

Use a chart to illustrate. There are basically two types of abortion.

1. Spontaneous (miscarriage)
   When the embryo or fetus is discharged before it can survive
   Usually during 2nd or 3rd month
   In many cases, medical science has found the embryo is not developing properly

2. Intentional (therapeutic)
   a. Legal - performed by doctor
   b. When a person (many times the woman herself) causes the abortion to occur.
      8,000 died last year
      300,000 hospitalized

Pros and Cons of Abortion

Reasons For Legal Abortion

1. Disease in mother and/or child
2. Mental health of mother
3. Rape, incest
4. Financial - large family
5. Premarital - extramarital

Reasons Against Abortion

1. Believe life begins at conception
2. If legalized would be too available and might encourage irresponsible behavior.

Homosexuality

Homosexual behavior refers to sexual relations between individuals of the same sex.

It is thought that homosexuality is a learned behavior.

However, the cause or causes are poorly understood.

Development of homosexual behavior is highly unlikely when parents are loving, supportive, and not overprotecting.

If a person who is a homosexual desires help and wants to be cured, the usual form of treatment is therapy.

Homosexuals can be either males or females.

The term to describe the female is Lesbian.

As the process of maturation from infancy to adulthood progresses, it is natural to go through stages when one chooses the company of people of the same sex.

This behavior is common in preadolescence.

Our society views the homosexual problem in many ways.

1. Tolerance by heterosexuals if they don't touch or try to indoctrinate others.
    a. Class could discuss at this point how to avoid an experience with a homosexual.
    b. Homosexuals usually not recognizable by their appearance and are from all walks of life.

2. Homosexuality is an illness that requires treatment. This view is gaining in popularity.

Pornography

A difficult term to define.

It has many definitions.

1. Obsene literature
2. The presentation of sexually arousing material in literature, art, motion

pictures, or other means of communication and expression.

There seems to be a fine line between the legal and illegal definitions.

1. Different states allow or prevent the movies, plays or books.

2. Illegal to make obsene phone calls.

Vocabulary List

New terms are indicated by an asterisk.

*Venereal disease

*Abortion

*Homosexuality

*Pornography

*Chancre

*Congenital

*Immunity

*Gonorrhea

*Penicillin

Miscarriage

*Spontaneous

*Rape

*Incest

*Homosexual

*Heterosexual

*Lesbian

*Obsene

Lesson 8 Peers and Personality

A young person's relations with his own age group become increasingly important as he advances from infancy toward the adolescent years. How others around him accept this advancement depends almost entirely on his personality. The adolescent's personality includes all of his measurable traits and abilities, his temperament, and his disposition. It also includes all the emotional tendencies and behavior patterns that mark him as a well-adjusted or maladjusted person as measured by the standards of the society in which he lives.

Emotions

Emotions are natural inner feelings that need to be released and therefore should be expressed.

Expression may come in the form of:

1. Vocal Expression

    Excited yells or squeals
    Sobs or groans
    Laughter
    Tone of voice

2. Body Movement

    Facial
    Hand Gestures
    Posture
    Energetic

3. Involuntary Response

    Blushing
    Perspiring
    Heart Beat
    Breathing

Emotions sometimes can result from hormone secretion in the endocrine system.

These are involuntary and cannot be controlled.

As it was discussed in previous lessons FSH and LH (ICSH) are common to both sexes and play important roles in both sexes.

Boys do not produce ova (FSH) nor do girls manufacture sperm (ICSH), and yet both are secreted into the bloodstream.

There is some male and some female in all of us.

When a male cries from pain, frustration, or sympathy he is not exhibiting a feminine trait, but rather expressing his emotions.

For a girl to be very athletic is not a male characteristic, but a sign of extreme enjoyment for these activities.

Involvement

Open discussion on various male and female roles.

However, many emotions can be channeled and controlled, especially if they are unpleasant expressions - anger, temper, swearing, and arguing.

Many emotions are pleasant and should be released, and even though they may develop at different times, many are common to both sexes.

1. Interest (in opposite sex)
2. Concern (body care and appearance)
3. Awareness (developing features)
4. Need (friends and peer acceptance)
5. Tolerate (ups and downs of the age)
6. Conflict (with family and friends)
7. Question (life, death, war, love and hypocrisy)
8. Love (family, friends and pets)

Making and Keeping Friends

The adolescent experiences a strong desire to belong and a need to be accepted by others his age.

Throughout childhood boys relate with boys, and girls with girls, both leaving the opposite sex alone except for an occasional tease or remark.

Now experiencing body development and inner changes, boys begin to notice and take an interest in the opposite sex, and vice versa.

Involvement

List the following answers;

What qualities do you look for in a friend?

What qualities should you possess to keep a friend?

Personality

Which kind of personality is most appealing to today's youth?

Quiet	Loud
Smart	Slow
Strong	Weak
Active	Passive
Funny	Serious
Carefree	Concerned
Athletic	Otherwise
Braggart	Sincere

Involvement

Questions for discussion

Does a popular boy or girl necessarily have a good personality?

How does one develop an acceptable personality; is it a natural process or a learned one?

What environmental factors influence personality?

Can one have a hidden personality?

Can a pleasant personality be suppressed by a person who is not interested in being popular?

Popularity

Reasons for the desire to be popular vary.

They usually stem from a hidden "need:"

1. For Love (lacking somewhere else)
2. Acceptance (by family and peers)
3. Participation (especially with peers)
4. Companionship (to thwart loneliness)
5. Heterosexual Relationship (based on the above)

Concepts to point out.

1. Loudness usually brings unconcern rather than fame.
2. Gossiping in peer groups can damage another's popularity.

3. What to do about feelings of loneliness or inferiority.

Involvement

Questions For Discussion

1. Is popularity necessary for social adjustment?
2. How does one go about becoming popular - are there certain steps that must be thought out?
3. Are there different types of popularity?
4. Why is so much emphasis placed on popularity?
5. Who needs popularity the most?

Questions For Thought

1. Who am I?
2. What kind of person do I want to become?
3. What are my limitations?
4. What are my bad features and habits that I should seek to improve?
5. What are my good features that I should stress and maintain?

Film

Show "Junior High School - A Time of Change."

Define some of the problems which arise as they enter junior high school and encourage students to look at themselves and their place in junior high.

Lesson 9 Boy-Girl Relationships

Boys and girls will gradually begin to notice each other. The girls are usually ahead of the boys in this respect and, therefore, consider boys of their own age immature. Both sexes probably will experience some form of hero-worship -- an actor (actress), sports figure or favorite teacher. They will begin to think about dating although only a minority are actually experiencing this social activity.

Opportunities to Meet Acquaintances

The possibilities of places where there will be boy-girl contacts are numerous.

1. School
2. Neighborhood
3. Church
4. YMCA -YWCA - Boys' Club
5. Family vacations
6. Class suggests others

Learning What Is Expected

Learning what is expected of you by members of the other sex is important business in the teen years.

This is one way to gain social poise and overcome self-consciousness.

In a study of more than 1600 boys and girls about what they admire.

"Boys Say About Girls"

"Acts like a girl not a tomboy."

"Pretty and talks nice."

"Doesn't hang around a bunch of boys or tough girls."

"Average intelligence."

"Friendly smile."

"Plenty of good sense at parties and with a group."

"Good dancer, lot of fun and has good sense of humor at the right time."

"Is a good listener."

"Can carry on an interesting conversation."

Show these results of the study on a transparency.

Find out if the class has more comments to add.

Discuss how to go about acquiring these abilities.

"Girls Say About Boys"

"Like boy to be well-groomed."

"Good manners and isn't a show-off."

"A boy who knows how to get along with people."

"He should be neat and clean, courteous, kind, and considerate."

"Like a boy with intelligence, someone who knows how to talk about other things beside movies and baseball."

"I like a boy who is firm and stands up for what he thinks is right."

After reviewing these ideas the class could follow the same technique of discussion as they did with ideas of boys.

Another Study

Both sexes agreed on a number of characteristics.

1. Pleasant and cheerful.
2. Sense of humor.
3. Is a good sport.
4. Acts natural.
5. Is considerate.
6. Is neat in appearance.

Circumstances Using Social Skills

There are many situations that the junior high school student has either experienced or will very shortly.

By mentioning a few of these situations that arise, it is possible to discuss what is commonly expected.

Telephone

It is a friendly confidante of great importance. "Dial-A-Peer."

Basic courtesy is expected since most phones are in a family setting or public place.

1. Identify self.
2. Give simple message.
3. Reserve kidding and acting cute for those who appreciate it. (Guess who? etc.)
4. Some boys don't like to be called by a girl.

Think it is a boy's privilege.

Do you agree?

5. How to hang up politely.
6. Time limit.

Other Circumstances

Many social experiences can help a person learn how to get along as he/she starts boy-girl acquaintances.

1. Family
2. Active in clubs and other social groups.

Crush on Older Person

It is a common stage in the process of development for many girls to copy the hair-dos and clothes styles of favorite movie actresses.

Boys may idolize a coach, uncle or older boy.

The crush may be on someone of the same sex or of the opposite sex.

New Feelings About Boys and Girls

As one reaches puberty he/she begins to experience new reactions to girls/boys.

They may suddenly discover a person who sets the mind whirling, occupies thoughts day and night and the slightest glance sends shivers up and down the spine.

Feelings can be peculiar combinations such as tenderness, jealousy and/or roughness.

Part of growing up is to recognize and cope with such diverse feelings so that one's relationship becomes mutually satisfying.

It takes practice and patience and willingness to understand one's self and others to reach the point where the relationship, gives a positive lift to life.

Lesson 10 Family

As a young person reaches puberty, he begins to become more independent and perhaps drift away or put up a barrier that separates him from his family.

A certain amount of gradual independence is natural and helpful for maturation. However, one still needs his family (for as long as possible) for many reasons--love, security, identity--to name a few. An understanding of the adolescents changing relationships with his family will hopefully aid in a more harmonious adaptation to adolescence and family living.

Family structure

According to statistics, the "typical" family in the U. S. consists of:

1. Monogamous marriage
2. Mother, father, children (usually 2-3)
3. Materialistic items
    - a. T. V.
    - b. Car
    - c. Etc., etc.

Other Families

There are many families that do not meet the description of the "typical" U. S. family.

1. One-parent families
    - a. Death
    - b. Divorce
    - c. Separation
2. Extended family
    - a. Other relatives included
    - b. Prevalent in Maine
3. Families in which children live with someone other than either one or both of parents..
4. Families with no children.

Changes in Family Life

Involve class in listing changes that they think have occurred in our family units in past decades.

As each change is listed, give causes for change. Examples:

1. Fewer children
    - a. Fewer farms
    - b. Expense
    - c. Birth control
2. Mobile families
    - a. Transportation
    - b. Type of work
    - c. Higher incomes

	3. Both parents working a. Child care available b. Needed income c. Women better educated
Purposes and Functions of Family	Each person could contribute ideas of the purpose of and functions of the family in relation to: 1. Mother 2. Father 3. Children 4. Communities
Small Group Discussions	The technique of combining small group discussion and role-playing should be valuable. The students should have had some experience in both procedures. Each group could consist of 5 students each with a specific family role. 1. Father 2. Mother 3. Child - younger 4. Child - older 5. Recorder A case study of a situation that involves a family would be given to each group. Each person would have to consider the situation in terms of his family role. The recorder would read the case study and report on the comments of the others in the group.
Family Case Studies	These case studies are actual situations that were presented by last year's 7th graders.
Case study 1	The mother has forbidden an older sister to see a particular boy. The older sister and boy still manage to sneak meetings with the younger sister's knowledge. The older sister tells the younger sister not to inform on her. The mother repeatedly questions the younger daughter on whether they are still seeing each other.

Case study 2	The father is a heavy drinker. On several occasions he has become very abusive and hits his son and yells at him. The son is afraid to leave the house for fear of what may happen when he gets home. His mother and sister just try to keep out of the way for fear of angering him more.
Case study 3	The young teenager likes to hang around older people, especially with some of her sister's friends. The parents do not think she should.
Case study 4	The parents seem to be very strict with their teenager. He is the oldest child and, therefore, has to take care of the younger ones and do some housework. Yet the parents still will not let him hang around with the kids he wants to.
Case study 5	Where can a person go when they are feeling sad or are mad at the people they live with? This teenager especially wants to avoid arguments.
Case study 6	There are two cousins from different families--one is 14, the other 12. Both have very different interests. Almost every Sunday, they come with their families. The two girls don't want to hang around together, but it is my job to let them have a good time at my house.
Case study 7	I don't think my father is very fair. My grandfather lives with us (mother's father). My father makes fun of him. He has a car (grandfather) and we don't, but we use his all the time. He parks it crooked (in the driveway) so that's one joke. He watches a program that my father doesn't like. That's another joke. He has to have mineral oil, and he doesn't rinse his spoon. My father is disgusted. Is this just me? Or is it my father? (My father is very religious. He really isn't the type who would do it.)
Case study 8	How do you get along with an older sister where the least little thing you say she gets upset about? And if you offer a suggestion, she won't listen at all. She won't even listen to anyone inside or outside the family.

Case study 9	I babysit for a neighbor who's a good friend of my mother's. The only problem is she has two monsters for kids and doesn't even pay me what the other girls get for babysitting. Any suggestions?
Case study 10	My parents just won't talk with me. Everytime I ask them questions on sex they make me drop the subject with a crazy answer. Or I ask for certain privileges--I do a lot of housework but the answer is still NO. I can't make my decisions or anything. What can I do?
Case study 11	I am a 12½ year old girl and I love a 17 year old boy. Now I can't sleep at night and my school work has been suffering. How can I tell if he really loves me as he says he does or if he is just using me.
Case study 12	My little sister gets away with murder. I always get blamed. For instance, yesterday she broke one of my mother's favorite plates and blamed me. I had to clean it up and go to my room. It just isn't fair.
Case study 13	I'm 13 and I've been smoking for over two months. The way I figure it, it's my life so I should be able to do anything I want. My older brother has been trying to get me to stop, and I don't think it's his business.
Case study 14	I have a brother 17 that gets into my room and my pockets and reads things I don't want him to. This bothers me a lot.
Case study 15	I don't quite get along with my mother. We both have different feelings toward different things. What should I do?
Large Group Discussions	In order for the entire class to derive some benefit from this learning experience, time should be scheduled for the recorders to report to the whole class.

Further discussion of the situations will most likely follow.

The teachers should keep the dialogue open and should be careful not to fall into the role of a parent figure.

If teachers are pressed by the students to tell what they would do in a given situation, then the teacher should make it clear that it is his or her individual opinion.

Lesson 11 Social Values

Anything of social value is worthwhile and respected in that society. Our society places value on various ideals and standards, and hopes that these values will not lose their richness. Many values are hidden and others can be confusing, and it is the intention of this lesson to discuss American values and the responsibility required to maintain them.

Value Defined

The things of social life (ideals, customs, institutions) toward which the people of the group have an affective regard.

These values may be positive, such as cleanliness, freedom, education, justice, or negative as cruelty, crime, or destruction.

Involvement

List as many positive and/or negative values that exist in our society.

+

Beauty
Love
Justice
Success
Marriage
Freedom
Property
Education

+

Patriotism
Motherhood
Honesty

-

Destruction
Pollution
Crime
Punishment
Divorce
Slavery
Greed
Cheating
Discrimination

Responsibility

Many values are ignored by some in our society.

It requires responsibility to develop value judgement and maintain that unwritten code of behavior.

Responsibility to:

1. Family
2. Yourself
3. Society
4. A mate
5. Your peers

Involvement

Questions for discussion.

1. What is responsibility?
2. How does one become responsible?

3. Does one work at becoming responsible as one might at a job, music, or athletics?

4. What would you look for in a person who is thought to be responsible?

5. Does responsible and mature mean exactly the same?

6. How would a responsible youth treat his or her date?

7. How would a responsible youth treat his or her parents?

8. Is it true that subconsciously young boys and girls really know right from wrong, and that making excuses for wrong actions only appeases a guilty conscience?

Evaluation

Time will be allotted at the end of the period to fill out the evaluation.

This evaluation will help in determining the overall attitude of the course.

The results will be read and discussed in each class during the last lesson.

Records

The students could listen carefully to several current recordings of popular songs whose lyrics mention the social values of the American society.

From: Curriculum Office

FAMILY LIVING AND SEX EDUCATION
Final Evaluation
Grade 7

Boy ________ Girl ________ Division ________ Date ____________

The following information will help us improve the Family Living and Sex Education Course.

Please complete the statements or select the answer which seems more nearly to express your feelings. Please do not sign your name. If there is any question you do not want to answer, you may omit it.

1. How did you feel while attending the class?

________ Quite comfortable
________ A little embarrassed
________ Very uncomfortable (Please explain why)

2. Are you learning what you want to know?

________ Yes
________ No (Please explain)

3. What do you like about the course?

4. What do you dislike about the course?

5. Since taking this course have you been able to talk to your parents?

________ More now
________ About the same
________ Not at all (Please explain)

6. Girls, did you have fears about childbirth before taking Family Living and Sex Education?

________ Yes (Please explain)
________ No

7. Has the course helped you in any way? Please explain.

________ Yes
________ No

8. How has last year's course helped you this year?

9. What problems or worries still remain with you?

10. Did your parents attend any parent companion course?

_______ Yes
_______ No

Lesson 12 Summary Lesson

The conclusion of the unit hopefully will leave the students with a favorable feeling toward participation in a similar course later in their educational career.

Review Games	The review games should help to summarize the new vocabulary by involving the class in competition for the correct answers.
Tic-tac-toe	Groups that have reading difficulties may be able to follow the directions for this review game. Use game consisting of large pegboard to which vocabulary is attached.
Jeopardy	Jeopardy seems to be quite popular for the classes; however the more academic students are better able to participate.
Evaluation	Read the results of the evaluation to each class and answer any question that may be found in the evaluations or are proposed by the students.
Follow-Up	It helps to talk over problems or situations with other adults. The school counselors are specially trained people willing to help you.
Booklets	Use the same booklets as at the end of the 6th grade unit to show the attitional information they have acquired this year, and the possibilities for learning in a future course.

JEOPARDY (A)

Pregnancy

10 embryo
20 fetus
30 placenta
40 umbilical cord
50 nine months

Male Anatomy

10 urethra
20 penis
30 Cowper's glands
40 foreskin
50 prostate gland

Problems

10 gonorrhea
20 syphilis
30 abortion
40 pornography
50 rape

Childbirth

10 labor
20 amnionic fluid
30 premature
40 3rd stage
50 Caesarean

Genetics

10 chromosomes
20 fraternal twins
30 genes
40 DNA
50 heredity

Miscellaneous

10 masturbation
20 peer
30 congenital
40 erection
50 ejaculation

Male Anatomy

10 sperm
20 semen
30 testis
40 vas deferens
50 seminal vesicles

Female Anatomy

10 ovum
20 ovary
30 Fallopian tubes
40 uterus
50 vagina

Miscellaneous

10 sibling
20 acne
30 pituitary gland
40 adolescence
50 circumcision

Female Anatomy

10 vulva
20 clitoris
30 cervix
40 labia
50 hymen

Menstruation

10 28 days
20 ovulation
30 sanitary napkin
40 tampon
50 menopause

JEOPARDY (B)

Male Anatomy

10 Semen
20 Urethra
30 Sperm
40 Scrotum
50 Cowper's Gland

Female Anatomy

10 Uterus
20 Vagina
30 Labia
40 Hymen
50 Clitoris

Miscellaneous

10 Homosexual
20 Genitals
30 Embryo
40 Circumcision
50 Peer

Genetics

10 Identical twins
20 Fraternal twins
30 Chromosome
40 Genes
50 Male-determining sperm

Male Anatomy

10 Seminal Vesicle
20 Pituitary Gland
30 Penis
40 Testis
50 Prostate Gland

Female Anatomy

10 Ovum
20 Ovary
30 Fallopian tube
40 Cervix
50 Vulva

Miscellaneous

10 Acne
20 Puberty
30 Adolescence
40 Abortion
50 Sibling

Menstruation

10 Sanitary Napkin
20 Tampon
30 28 days
40 Ovulation
50 Menopause

Pregnancy

10 Umbilical Cord
20 Premature Baby
30 Miscarriage
40 Fetus
50 Placenta

Childbirth

10 Contraction
20 Pelvis
30 Labor
40 Caesarean
50 3rd stage of labor

V. D.

10 Syphilis
20 Penicillin
30 Gonorrhea
40 Congenital
50 Great Pretender

Vocabulary List

These are new terms introduced in the seventh grade cirriculum.

Abortion

Adolescent

Afterbirth

Anus

Chancre

Cilia

Clitoris

Congenital

Corpus Luteum

Emotions

Excretory

FSH

Gonorrhea

Graafian follicle

Heterosexual

Homosexuality

Hygiene

ICSH

Immunity

Implantation

Incest

Lactation

Lesbian

LH

LTH

Maturity

Miscarriage

Obscene

Penicillin

Pornography

Pubescence

Rape

Sperm

Spontaneous

Tampon

Ureter

Venereal disease

Vulva

UNIT IV

INTRODUCTION

In the ninth grade students will have the opportunity to find out what maturity really means. They learn that there are various kinds of maturity and that we all are immature at certain times.

The major portion of the class sessions will be needed for the study of dating standards and sexual behavior during adolescence, since these are bound to be topics of great concern to the class. The unit is designed to give the students an opportunity to give serious thought to dating standards in relation to their personal philosophy or code and to give them a firm foundation for their dating years. The family life and sex education units for earlier grades have prepared the students to study their own behavior in a meaningful way.

Ninth grade students are concerned with what is right and wrong sexual behavior. Sexual feelings are strongly developed at this point and young people are experiencing the conflict between their sexual feelings and the moral standards of the society in which they live.

They deserve sensitive and sympathetic understanding of their unique situation, i.e. they are mature sexually but not socially. From the very beginning of the course, the instructors should make it clear that they understand their feelings and do not condemn them.

Somehow the instructors should get across to students that in the final analysis all of us are responsible for our own sexual behavior. This attitude can be best developed by an open and frank discussion of values and issues rather than by preaching. Preaching at the students will shut off communication and further widens the "generation gap."

INSTRUCTIONAL OBJECTIVES

GRADE 9

1. To give honest answers to questions arising.
2. To continue to develop an understanding of the changes taking place in their growing bodies, and the variance in the rate of growth and maturity in individuals.
3. To encourage frank discussion and to assist students in finding answers to their questions.
4. To recognize that good moral decisions create trust, confidence, and integrity in relationships.
5. To develop an understanding that dating requires a person to develop an understanding of social mores.
6. To develop social and emotional maturity, so they will be prepared to solve problems.

Sex Education and Family Living

Course Overview

Grade Nine

Lesson 1	Orientation and Review Pretest
Lessons 2 and 3	Review Male and Female - Anatomical and Emotional Filmstrips: Becoming A Man - Part I and II Becoming A Female - Part I and II
Lesson 4	Review Human Reproduction Film: Human Reproduction
Lessons 5 and 6	Problems in Human Sexuality Venereal Diseases Homosexuality - Views of Society Sexual Aberrations Premarital Sex Film - Phoebe
Lesson 7	Masculinity and Femininity Filmstrip: Masculinity and Femininity
Lessons 8 and 9	Dating Filmstrip: Dating Behavior
Lesson 10	Sexual Responsibility
Lesson 11	Family Conflicts Evaluation
Lesson 12	Review Evaluation Oral Questions Summary of the Course

UNIT IV UNDERSTANDING MATURITY

Lesson 1 Orientation and Review

Because they have been exposed to a course in Family Living and Sex Education, the 9th grade students will briefly cover secondary sex characteristics after a formal introduction and explanation of the course.

A pretest will be administered to determine the level of retention and areas of weakness. This will be followed by the filmstrip, "Becoming A Man" (Part I).

Introduction of Team and Course	Welcome Introduction of Team Description of City Program Reasons for Team Teaching 1. Varied background 2. Varied viewpoints 3. Various equipment 4. Team planning
Explanation of the Course	We will review the facts of life and answer all serious questions. The concept of human sexuality goes much further than just the "facts." We will deal with ideals, social values, self-identity, and individual differences. It will be important that girls understand how their sex drives differ from that of boys. There are also vast emotional differences. The students are going to have to develop their own sense of sexual responsibility, and it is hoped they will get guidelines from this course. They will have all of the facts at their disposal in order to help make decisions. We know that the sexual behavior of young people is not going to be regulated by us. We are not going to sit here in judgment as moralists.

We are not going to give them a list of "do's" and "don't's," for they will have to make their own decisions.

Class Conduction

The course will consist of 12 lessons.

The parents will have a companion course in the evening.

Some of you have talked quite freely in the home and your knowledge of the subject is excellent. There are students in the room who have never talked to an adult about sex. It may have been difficult for you to talk to them, because you are at a stage in life when you are growing up physically and socially and growing away from your parents emotionally.

Class Discussion

The most important part of the course is your questions.

You are free to ask questions at any time.

You will have an opportunity to write unsigned questions.

To protect your right of privacy, all students will pass in a paper which may be left blank.

You will not be required to ask or answer any questions you do not want to answer.

We will not call on you at any time.

We will try to answer any question that is seriously asked on anything that you are wondering about, concerned about, and really want answered.

We depend upon you to help.

You will learn as much from each other as you do from us.

It is very important that you learn the concerns and opinions of your classmates.

No ranks or grades.

Mutual Respect

There is one rule we will follow in this course, above and beyond the rules of common courtesy that are used in all classes, that is the rule of mutual respect.

In return for this, we ask that you be kind and respect other members of the class.

Some students may ask questions that appear very elementary or silly to you, but we ask you to refrain your emotions.

Do not ridicule or laugh at any one.

We will do a lot of laughing "with" people, but a person who is laughed "at" will never again feel free to participate.

Secondary Sex Characteristics

Many changes are common to both sexes, but occur 1-2 years later in the majority of boys (12-14) as compared to the majority of girls (10-12).

The following characteristics are common to both:

1. Bones lengthen and grow heavier.
2. Oil and sweat glands increase in size and production.
3. Hair on the armpits, around the genitals, and on the arms and legs.
4. Growth in height.
5. Gain in weight (fat period).
6. Voice change (boy's more radical).

Common to girls:

1. Hips begin to broaden
2. Breasts begin to develop (concern for size)
3. Onset of menstruation
4. Production of ova
5. Arms and legs fill out and round into curves
6. Skin develops fine and smooth texture

Common to boys:

1. Sperm production
2. Seminal emission (usually nocturnal)
3. Chest and shoulders broaden (muscles develop)
4. Penis lengthens (concern for size)
5. Skin thickens and becomes tough

One may question the causes behind all these body changes.

This is an appropriate time to discuss the endocrine system--its glands and hormones--and explain the biological reasons for sexual maturation.

Endocrine System

Audio visual material will be used to illustrate. The glands and hormones presented at this time are:

Pituitary

This pea-shaped gland, located in the head, is responsible for our entire body systems; and is,therefore, called the "master gland."

Specifically, the anterior lobe controls the production of sex cells--sperm and ova--and the amount of hormone--secretion by the reproductive organs--testes and ovaries.

The anterior lobe secretes at least six hormones, three of which are directly related to reproductive functions and are classified as gonadotropic.

They are:

1. FSH - Follicle stimulating hormone
   - Ripens egg cell in ovary
   - Develops sperm cell in testes
2. LH - Leutinizing hormone
   - Causes ovulation
   - Maintains corpus luteum
3. ICSH - Interstitial cell-stimulating hormone (male counter-part)
   - Causes production of sperm
4. LTH - Luteotropic hormone
   - Affects mammary gland secretion (milk)

Thyroid

These two jelly-bean shaped glands lie in the neck just below the larynx.

The hormone they produce is thyroxin and it affects the rate at which the body grows and burns up energy.

Adrenals

These two walnut-like glands are located on top of each kidney.

They secrete adrenalin and are responsible for contributing to the development of male characteristics (primarily in males but found in females as well).

Testes

These two oval glands are located side by side in the scrotum and are 1½ inches in length.

After receiving FSH from the pituitary, they begin to develop immature sperm cells.

After receiving ICSH from the pituitary, they maintain two functions:

1. Production of mature sperm
2. Production of the hormone testosterone which brings about all the body changes.

Ovaries

These two oval glands are located below the navel and on each side of the uterus.

They are similar in size to the testes.

The format of hormonal events is as follows:

1. FSH from pituitary stimulates growth of ovarian follicles (which contain immature ovum)

2. Estrogen now secreted by the follicle
   - brings on and maintains body changes

3. LH from pituitary causes ovulation and maintains remnants of follicle (now called corpus luteum)

4. Corpus luteum secretes progesterone
   - changes associated with pregnancy and childbirth
   - prepares and maintains lining of uterus

It is very important to stress the fact that no two people are alike; and, therefore, no two will reach puberty at a specific time.

Advantages and/or disadvantages may seem to be of concern to the adolescent, but it all depends on how the individual adjusts to his or her level of development.

If the team desires, they may comment on the advantages and imagined disadvantages of both those who develop early and those who develop late.

Early:

1. Leadership
2. Explain to others
3. New life begins

Late:

1. More time to adjust
2. Preview of coming attractions
3. Be patient

Physically one might be more advanced, but emotionally, socially, or mentally that same individual is no different from his or her classmates.

Filmstrip

"Becoming A Man" (Part I)

Part I introduces the concept of puberty and then presents concisely the physical details of the male reproductive system.

Next the process of physical growth from babyhood to manhood is discussed in some detail, with emphasis on the changes occurring during adolescence.

The role of the endocrine glands and their hormones in the rapid growth and sexual maturation of boys is stressed.

An effort is made to help the adolescent boy accept and be comfortable with his own growth pattern and to assure him that what is happening to his body is both normal and predictable.

Pretest

The pretest is designed to help the teachers and students evaluate the current status of retention in subject matter, and identify those areas that need reviewing or greater study.

Two pretests have been developed, and the use of either will be up to the team's judgment.

PRETEST (A.) GRADE 9

_____ 1. Pituitary (I)
_____ 2. Hormone (D)
_____ 3. Puberty (L)
_____ 4. Masturbation (F)
_____ 5. Nocturnal Emission (B)
_____ 6. Semen (G)
_____ 7. Penis (A)
_____ 8. Urine (H)
_____ 9. Scrotum (J)
_____10. Urethra (C)
_____11. Rectum (M)
_____12. Circumcision (N)
_____13. Testes (E)
_____14. Sperm (K)
_____15. Vagina (T)
_____16. Uterus (X)
_____17. Ovary (Z)
_____18. Fallopian Tube (V)
_____19. Menstruation (d)
_____20. Egg Cell (O)
_____21. Identical Twins (P)

A. Male sex organ
B. Wet dream
C. Tube for elimination of liquid waste
D. Chemical substance
E. Two organs that produce sperm
F. Handling of the genitals or sex organs
G. Fluid containing millions of sperm
H. Fluid released from bladder every day
I. Master gland found in the head
J. Sac of skin which contains testes
K. Male sex cell
L. Period of rapid growth and physical change
M. Tube for elimination of solid waste
N. Skin removed from around the tip of the penis
O. Female sex cell
P. Babies develop from one egg cell
Q. Pimples
R. Birth by surgery
S. Babies born prior to 9 months
T. Birth canal leading from the womb
U. Tube of life which brings food and oxygen to the baby

______22. Umbilical Cord (U)

______23. Caesarean Birth (R)

______24. Premature Baby (S)

______25. Pregnancy (a)

______26. Labor (W)

______27. Emotion (c)

______28. Adolescence (Y)

______29. Acne (Q)

______30. Heredity (b)

V. Tube between ovary and uterus

W. Period of time just prior to actual childbirth

X. Organ where baby grows (womb)

Y. Teen years

Z. Two organs that produce egg cells

a. Nine months of development

b. Features inherited from parents

c. An inner feeling (happy, sad)

d. Periodic discharge of the lining of the uterus

PRETEST B. (GRADE 9)

E 1. Pituitary

I 2. Masturbation

M 3. Wet Dream

R 4. Penis

N 5. Urine

S 6. Testes

J 7. Sperm

A 8. Vagina

F 9. Uterus

O 10. Ovary

B 11. Menstruation

K 12. Egg

C 13. Premature Baby

G 14. Pregnancy

P 15. Labor

T 16. Umbilical Cord

A. Birth canal in female leading from the womb

B. Period - discharge of tissues and fluids every month

C. Baby born before 9 months

D. Storage of liquid wastes every day

E. Pea-like gland in head

F. Female organ where baby grows

G. Nine months before birth

H. Genes we inherit from our parents

I. Handling the sex organ

J. Male sex cell made in testes

K. Female sex cell made in ovaries

L. Years between 12 and 19 (teenage)

M. Ejaculation of semen at night

N. Liquid waste released every day

O. Female organ that makes eggs

P. Time directly before the baby comes out

__D__ 17. Bladder

__L__ 18. Adolescence

__Q__ 19. Acne

__H__ 20. Heredity

Q. Pimples on the face

R. Male sex organ in front of the testes

S. Male sex organs which make sperm

T. Tube which brings food and air to baby inside the womb

Vocabulary List

The vocabulary list contains all the new terms designated by an asterisk.

*Adolescence

*Adrenalin

*Adrenals

*Corpus luteum

Endocrine

*Estrogen

*FSH

*Follicle

Genitals

*Gonadotropic

Hormone

*ICSH

*Kidney

*Larynx

*LH

*LTH

*Mammary glands

*Maturation

Menstruation

Navel

Nocturnal

Ovary

*Ovulation

Ovum

Pituitary

*Progesterone

*Seminal emission

Scrotum

Testes

*Testosterone

*Thyroid

*Thyroxin

Uterus

Lesson 2 and Lesson 3 — Anatomical and Emotional Review

The purpose of these lessons is to once again relate the changes associated with puberty, male and female anatomy, and basic reproduction.

Since the majority of boys and girls have entered and passed the pubic stage of development, it would not be necessary to reiterate changes that have already occurred.

This brief, but thorough review is best presented with the aid of diagrams, vocabulary lists, and filmstrips.

Lesson 2	Display Audio-Visual Material
Introduction to Filmstrip	Filmstrip "Becoming A Man" Park II. Guidance Associates. 15 minutes. Part II focuses on the psychological, social, and sexual aspects of growing into manhood. It begins by stressing the importance of establishing one's self as a person, instead of trying to fit one's self into a stereotype of man or woman. The present lack of sharp distinctions between the sex roles - masculinity and femininity - is discussed and presented as an opportunity for personal development, at the same time it is recognized as a possible source of confusion. Show filmstrip.
Introduction to Filmstrip	"Becoming A Woman" (Pt. I.) Guidance Associates. 15 minutes. This film, which begins with a study of the female reproductive system, helps students build specific understanding of the physical changes of puberty. This is followed by the maturation process of the female from infancy to womanhood. Finally, the film investigates the parallel development of emotional and social attitudes and role behavior. Show filmstrip.
Lesson 3	Display all audio-visual material for both lessons.

"Becoming A Woman" (Pt. II)

Guidance Associates. 15 minutes.

Students probe the complexities of role identification for women in our society.

Then they examine girls' involvement with social life during adolescence, the question of masturbation, changing views on female sexuality, and the over-idealization of the male as a romantic figure and provider.

This film concludes with the idea that the individual's sex role is part of her total and continuing adjustment to life.

Show filmstrip.

Questions

The remaining time will be allotted to a question and answer dialogue.

If no questions are asked orally, then paper will be distributed for written ones.

Any unanswered written questions will be taken up as time allows in future lessons.

Lesson 4 Human Reproduction

We are the first generation to be able to have a clear picture of the course of our development from a single cell to an individual before birth.

The purpose of this review lesson is to point out what is true and not true about reproduction.

Instructors will be able to use the seventh grade curriculum for specific information.

Charts, Illustrations, Slides:	These materials can be used to present a brief review lecture on the processes of fertilization, pregnancy and childbirth.
Concepts to be covered:	
Fertilization	Where father cell meets mother cell; sperm cells, ovum, Fallopian tube.
Maturation	How a baby develops; endometrium, embryo, placenta, umbilical cord, navel or umbilicus, fetus.
Birth	How a baby is born; cervix, labor, Caesarean.
Heredity	Human heredity at work; chromosomes, genes,(dominant and recessive).
Abnormalities	When abnormalities occur; congenital, birthmarks.
Sex determination	Boy or girl
Multiple Births	Identical and fraternal twins, triplets, etc.
Premature Babies	Not all conceptions result in a fully developed fetus.
Abortions	Spontaneous (miscarriage), therapeutic, illegal
The RH Factor	Mother's RH blood type incompatible with that of father.
Pregnancy Tests	Important for a woman to know whether or not she is going to have a baby.
Prenatal Care	Expectant mother's receiving care.
Human Reproduction	An excellent film showing the structure and function of the male and female reproductive systems and the miracle of human birth.

The birth process is followed from conception to birth, ending with a live scene in a delivery room where a mother is observed seeing her newborn child for the first time.

The film can be shown before or after the review.

It would depend on the class.

Lesson 5 and Problems of Human
Lesson 6 Sexuality

Many people feel that a discussion of venereal disease, sexual aberrations, premarital sex, etc. detracts from presenting the positive aspects of human sexuality.

However, the main concern is to teach the responsibility involved in human relationships.

Knowledge of the problems that can and do occur in those relationships should only help to promote a healthy outlook and mature sexual behavior.

Venereal Disease

Show the filmstrip "Venereal Disease - A Present Danger - Part I - "Gonorrhea."

Guidance Associates.

15 minutes.

Vocabulary List

With the help of student response, list on the board the vocabulary associated with venereal disease.

The list should include:

Gonorrhea
Venereal disease
Syphilis
*Gonococci
*Spirochetes
Latent stage
Chancre
Congenital

Emphasis

The teachers should summarize the information by reviewing the following points:

1. Venereal disease can be treated only by a doctor.
2. Symptoms of venereal disease.
3. How venereal disease is transmitted.
4. Contacts should be reported.
5. There are several forms of venereal disease other than those specifically described.
6. There are some incurable strains of gonorrhea.

Other Venereal Diseases (To be used for Teacher Resources)	In addition to syphilis and gonorrhea, four other diseases that are spread in a venereal way will be discussed.
	Use transparencies to illustrate.
Chancroid	Chancroid is a localized venereal disease characterized by ulcerations of contact (usually in the genital or mouth area.)
	The ulcers can spread to other adjacent parts of the body.
	There are effective antibiotics for treatment.
Granuloma inguinale	Usually affects the skin in the form of lesions around the genital area.
Nonspecific urethritis	This disease may or may not be caused in a venereal manner.
	It is difficult to identify the germ that causes this disease.
Approaching the V.D. Problem	The spreading of V.D. is a needless tragedy because syphilis, gonorrhea and others can be treated.
	The current level of ignorance about the dangers of V.D. is appalling.
	There are many people who are complacent about treatment and do not report contacts, thus help in the spread of the disease.
	Most health departments (in Maine) will treat teenagers without parental permission.
	The privacy of the patient is protected.
	All records are confidential.
	A person should not hesitate to get treatment because of shame and embarrassment.
Homosexuality	In sexual development as in many other areas of a person's life, difficult problems may arise.
	One common problem is homosexuality.

One good definition for homosexuality is: Adult individuals, male or female, whose sexual interests are predominantly directed toward members of their own sex; in contrast with normal heterosexuals.

The term "lesbian" is commonly applied to homosexual females, while the term "homosexual" is applied to males.

To call a person homosexual who has had a few homosexual experiences is false and can be harmful to him.

Homosexuals cannot be easily identified.

It is a common misconception that any persons who have characteristics usually attributed to the opposite sex are homosexuals.

There is much uncertainty as to the causes of homosexuality.

Homosexuality is not innate however; no person is born a homosexual.

It is thought that the behavior develops as a result of psychological, social and cultural conditions.

Society's Viewpoints

Homosexuality has been known throughout human history and occurs in many societies.

Our society has many attitudes toward homosexuality ranging from utter disgust, to a feeling that it is an illness and may be treated.

The class may discuss some of their feelings which should reflect other common attitudes in our society.

Adolescent Concerns

Many times young people will have a sexual interest in others of the same sex.

Also, young people may be troubled if approached by a homosexual.

The best policy is to avoid areas where a contact might be likely and if approached walk away from the situation and indicate firmly that you are not interested.

Cure or Changed

The greatest success in changing homosexual behavior is by individual and group psychotherapy.

Sexual Aberrations

One of the major problems in the field of human sexuality is to decide what is a problem - what is normal sexual behavior and what is abnormal.

Many people stigmatize any sexual activity which deviates from their own as being abnormal.

The following terms are for the team's use in answering questions should they arise.

They are not intended as part of the lesson presentation.

Some deviant methods of sexual functions might be:

Transvestism - enjoyment is derived by dressing in clothes of opposite sex.

Exhibitionism - enjoyment is derived by exposure of genitals for someone else to view.

Pornography - debatable whether this is a deviant behavior.

It is described as written or pictorial material deliberately designed to cause sexual excitement or objection.

An extremely strong response to pornography might be considered an aberration.

Obscenity - consists of utterances, gestures, sketches and the like that are judged repugnant by our society.

Persons receiving obscene phone calls are advised to hang up immediately.

If the practice continues, the calls should be reported to the telephone company.

Incest is sexual intercourse between two persons who are closely related.

Promiscuity is generally defined as the participation in sexual intercourse with many people in a more or less casual basis.

Prostitution is the participation in sexual activities for monetary rewards.

Rape is sexual intercourse forced on an unconsenting person, nearly always a woman.

Penalties for rape are quite severe.

Statutory rape concerns a girl under the age of 18.

Adultery is the act of sexual intercourse between a married person and someone other than the legal spouse.

Lesson 6

Individual Problems of Human Sexuality

Many times a person, in this case a young person, may find it difficult to make a mature decision in coping with their own sexual maturation.

One very tragic situation that can often arise is premarital pregnancy.

Film

Show the film "Phoebe - Story of a Premarital Pregnancy."

McGraw-Hill. 29 minutes.

This film dramatizes the mental and emotional reactions of a teenager who discovers that she is pregnant.

The conclusion of the film is open-ended and leaves many questions unanswered.

Therefore a good discussion should ensue.

Vocabulary List With new words marked by an asterisk

Venereal disease

Gonorrhea

Syphilis

Homosexual

Heterosexual

Lesbian

Aberrations

Pornography

Obscenity

Rape

* Promiscuity

* Prostitution

* Statutory Rape

* Adultery

Lesson 7 Masculinity and Femininity

Nature endows girls and boys at birth with the physical potentialities of becoming women and men. However, femininity and masculinity are learned, right from the moment of birth, when a person is trained to develop his or her masculine or feminine role.

It is hoped that important and valuable differences between the sexes will be understood and appreciated.

Stereotypes

How much of the masculine and feminine stereotype is biological?

How much is cultural?

Students could contribute by listing different stereotypes of male and female (biological and cultural).

Obvious differences are easy to describe but what seems masculine or feminine is difficult.

Some of Stereotypes

Man as aggressor in sex, athletics, business, and combat.

Women are passive--childbearors, sex and keeper of home.

Ask the students to think about their own stereotypes and decide to what extent they influence them.

Questions for Discussion

These questions, comments or activities could be part of large or small group discussions.

1. New York State is experimenting with allowing high school girls to participate with boys in non-contact sports (tennis, field events). Would you like your school to try this?
2. What about role reversal of husband and wife. Would it work? Is society at fault?
3. Try to find by looking in current magazines evidence that Americans are heading for unisex society.
4. Should women continue to occupy more of the roles formerly exclusively

male, will they lose femininity? Should girls ask for a date? Drive her car on a date? Would she seem more masculine?

5. List five qualities you consider typically feminine--5 typically masculine.
6. What activities would you like to engage in but can't because you're not the "right" sex.
7. Does your mother work? To enrich her life or is the paycheck needed? Do you resent her working? Does your father?
8. Certain jobs are always filled by female or male. Why shouldn't the opposite sex fill them?

Filmstrip(s)

Show the filmstrip Part II on "Masculinity and Femininity"

The filmstrip will supplement the ideas that many students will have mentioned during the discussion period.

The filmstrip describes the traditional ways our society has taught male and female stereotypes and presents many concepts that the teachers may want to emphasize afterwards.

Concepts to Emphasize

The following ideas are discussed in the filmstrip.

We teach male and female stereotypes by the way we rear them--and we rear them the way society dictates--by colors, toys, activities.

Underlying widespread search for male distinctiveness is often the fear of homosexuality.

If male or female feels fundamentally secure in his manhood or her femaleness--does not have to reinforce his or her sex in traditional ways.

What will be the effect on our society if such deep-seated ideas of male/female are altered.

In other societies, maleness/femaleness is approached differently.

1. Eskimo male feels masculine as he performs any task.
2. Iran--powerful, bearded men are expected to be more sensitive than women.
3. In India, Africa, E. Europe, men express friendship more openly.

Only activity in middle-class America which cannot be done by both sexes is child-bearing.

1. More flexibility has been given to females by household appliances.
2. One-third of the women in U. S. have jobs.
3. Two and one half million women earn more than their husbands.

Attitudes have not changed so rapidly even with young people.

Result of stereotyping of male and female is that those who don't fit the roles may suffer a serious loss of self-confidence about sexuality.

All of us are a complex mixture sexually with qualities that society would label inappropriate for own sex.

All of us have some capacity to be attracted physically to own sex--go through "homosexual stage" in childhood.

Newer, freer attitudes will raise questions not only about individuals but also about what is proper behavior between sexes.

Lessons 8 and 9 Dating

Dating begins at earlier ages for many young people than in our parents' or grandparents' time. People used to think that dating should be delayed as long as possible. Going out together was taken more seriously than it is today. When a girl in great grandmother's time started going out with a boy, it usually meant that wedding bells would soon be ringing for the couple. So, it was generally believed that dating should be postponed until the girl and boy were ready for such a serious step.

Nowadays dating is not considered as a commitment for marriage. A boy and girl may date just for the pleasure of being together, without the community's expecting them to make it a permanent arrangement. Dating has become so generally accepted that a young person may go with several others before settling upon "the right one" in marriage.

The ages at which young people begin to date differ greatly. Some boys and girls in elementary school start going together to family and neighborhood outings, church gatherings, movies, clubs, sports and school affairs. Other young people are well along in high school or even in college and are yet to have their first date.

In these next two lessons many aspects of dating will be covered with the most important aspect being the need for guidance in dealing with dating behavior.

Dating

Have each student think of a question about which he would like to have his classmates' opinions. Make it very clear to the students that these questions are not going to be answered by the teachers but will be discussed by the class as a group.

Inform the students that the class will be broken up into small discussion groups of four or five boys in each group, or four or five girls in each group, or a mixed group as they may choose. One person in each group will be appointed to reread the various opinions of the group.

Each group will be given a different set of questions chosen from the list submitted by the students. When the time comes for discussion, have the recorder read the various opinions of the members of the group. At this point ask for reactions to the question and answers from the whole class. The teachers should lead a dialogue-centered discussion based on the question and answers of the students.

Suggested Discussion Questions

The following are suggested discussion questions:

Age
Appearance
Manners and courtesy
Parents and how they feel
Aids to dating
  1. Importance of social experience
  2. Interest and skill
Maturity for dating
Becoming acquainted
Differences in age
Blind dates
Double dates
Dating personality
What to do on a date
Where to go on a date
Dating costs
Dating behavior and/or conduct
Dating responsibility

Lesson 10 Sexual Responsibility

In this lesson, we can guide the students to reasonable outer limits of behavior. After this, we have to leave it up to the individual boys and girls to establish the important inner limits. Each boy and girl must find his or her own way of handling instinctive drives. The majority do find workable solutions, discovering ways of compromising and postponing, though not without some difficult struggles. It will also be important for them to distinguish between love and desire and understand that they are not always going to occur simultaneously. They must try and not confuse one with the other, or not use one to justify the other. Finally, and perhaps most important, boys and girls must learn to communicate openly and honestly, and be aware that their decisions do affect others besides themselves.

Involvement

The class should be allowed complete freedom to discuss sexual responsibilities.

Points to bring out to stimulate a discussion:

1. A girl needs to value, to take pride in, and to take good care of herself—for if she doesn't, who will?
2. When a boy takes out a girl, he has an obligation to protect her and keep her from danger. This includes the dangers of careless driving and bad company, as well as sexual dangers.
3. To permit a boy to park in lonely, isolated spots, openly invites necking and further intimacies. Also it is dangerous. A young girl should try to be honest with herself about how she wishes to respond before getting into such a situation.
4. If a boy makes physical passes at a girl he should bear in mind that while he may be only looking for momentary pleasure and thrills—or proof of his manhood—the girl is more likely to be looking for love. She may respond to him in the hopes of attaining his love. A boy with sensitivity, character, and self-esteem will never trap a girl with promises of love, or use her just to gratify his own needs.

5. A girl should be aware that she is not under any obligation to permit physical intimacies just because she has been taken out on a date. A girl should realize that she has much more to offer a boy than just her physical charms.
6. A girl should be helped to understand how a boy's sexual responses differ from her own, and how boys think and feel about love and sex. She can learn about what is mature, considerate behavior in boys, and about what is immature and selfish. A girl can refuse a boy's advances in a friendly way without causing him to lose dignity or to feel rejected as a human being. A boy who can relate to her as a total person, not just as a conquest (which he'll boast about if he is that type), is not likely to be thrown by her refusal.
7. There are girls too who "use" boys for their advantage. There are girls who sometimes tease a boy to the point where it is difficult for him to stop, or they use their "sex" in ways that may hurt or confuse a boy. A girl also has the responsibility to consider the feelings of a boy and to be aware of him as a sensitive human being.
8. Being able to function sexually is just the biological indication that one is ready to become an adult. Real adulthood is much more than this. It is mature self-direction, respect for the needs and rights of others; it is the ability to care for and shield others; to be able to love, as well as receive love; the ability to make wise and responsible decisions; and to be master, not slave, of one's impulses.

Other Concepts To Be Considered

1. The kind of person you are determines the kind of things you do.
    a. What you are and what you think about sex, determines what you do with your sexuality.

    b. The choice is always yours, so you must be responsible for your own actions.

2. Through self respect, a person develops respect for others.
    a. The person who has faith in himself is able to be faithful to others.
    b. Students can find self respect through meaningful school activities.
3. Making long-range goals and learning to delay gratification are important parts of the maturing process.
    a. Understand the necessity of making long-range goals with a focus for decision making.
    b. In the area of sexual decision making, the young person must relate his present decisions to future goals and plans.
4. A healthy, mature attitude concerning sex is helpful in the understanding of the sexual self and in developing satisfying relationships with others.

Team Reference

The following information is for team reference only.

This material was taken from a lecture prepared for a series of Family Life Education Workshops for teachers. "Values, Morals, and Ethics in Sex Education"--Elizabeth S. Marks.

Value Systems

As teachers we can recognize the major concepts in relation to values, morals and ethics, but what are the contradictions in our society?

What are the changes in sex mores and behavior that confuse and concern both students, teachers and parents.

It has become increasingly clear in recent years that our society as a whole is not able to reach a general agreement on its moral values.

The Judeo-Christian ethic which enunciates standards of monogamy, premarital chastity, and virginity has supported most of the adult generation, but it has become irrelevant according to many of the younger generation.

As a society, we are being forced to live with a diversity of sexual beliefs just as we have been living with many different religious and political beliefs.

Six value systems were identified at the annual meeting of the National Council on Family Relations in 1964. These six value systems exist side by side in what is clearly a transitional period in American morality. These are the value systems which contend for supremacy in the minds of high school and college students today.

1. Traditional repressive self-denial system: Maintains that sex is essentially bad and shameful, but unfortunately necessary. It follows the "Thou Shalt Not" principle. The only goal of sexual activity would be procreation.
2. Enlightened self denial: This system is predicated by a delicate balance between freedom and responsibility. Dr. David Mace, noted marriage counselor, is a leader in voicing that sex ought not to be shameful or bad, but that it does entail serious responsibilities. He emphasizes responsibility, self-control and discipline. Dr. Mace believes that the selfish pursuit of pleasure based on the exploitation of others may increase as sexual opportunities are eased and increased. Dr. Mace also believes the thesis that all great civilizations have ultimately gone into decline following the slackening of the sexual code.
3. Humanistic liberalism. This value system is suggested by Dr. Lester Kirkendall as the central value system. He believes that the negative fear approach of ensuring moral conditions in the area of sex has rapidly lost its power with the acceptance of the pill and other contraceptive means. What is needed is a positive approach concerned with the fulfillment of human potentialities, one which can rest upon a liberal philosophy of human relations. He believes that a sexual morality

geared to reproduction alone cannot and should not stand. The moral decision concerning sexual behavior is one which works toward the creation of trust, confidence and integrity in human relationships. It should enhance the sense of self-respect in the individual and help supply individual fulfillment and a zest for living.

4. Humanistic radicalism. This system is represented by the views of Dr. Walter R. Stokes, a psychiatrist. He accepts the humanistic position of Dr. Kirkendall, but feels that society should make it possible for adolescents to have a completely natural sex life. The advocates of this system would steer away from the "sex is beautiful . . . but don't you dare go near the water before marriage approach."
5. "Fun morality." The most consistent spokesman for this value system is Albert Ellis, who strongly and consistently and without compromise upholds the viewpoint that "sex is fun" and the more sex fun the better. *Playboy* and Hugh Hefner symbolize this philosophy. This magazine expresses the American ideology of sex as follows: Sex is male; females are the objects of sexuality. Sex is an aspect of the good life. Single sex is free, so experiment, live it up while you are single because once you are married you are dead! It stresses marital monogamy and marital fidelity as absolutes and to be feared. Ellis qualifies his sex morality as becoming immoral only when it involves one individual deliberately harming another individual. (Dr. Ellis: HIP, *TIME*. "Do your own thing, but only if it does not harm yourself or others.")
6. Sexual anarchy. This system stresses the desirability of a variety of sexual experience in and out of marriage. It advocates complete sexual freedom and the disappearance of notions of sexual immorality and shame. It upholds the desirability of a variety of sexual experience, attacking chastity,

virginity, and monogamy.

> Gardner:
> "In the name of freedom, modern man compulsively dissolves the limits on behavior and then finds himself unhappy in a world without limits. He sweeps aside rules, manners, formalities and standards of taste, anything that even slightly inhibits the free play of emotion and impulse. Yet not only the claims of civility but also the realities of individual development call for some measure of self-discipline. We have explored about as fully as a civilization can the joys of impulse, of a world without forms, order of limits. A balance must be struck."

As a result of this transition of sexual mores, what must be emphasized is that sexual behavior is now a matter of private responsibility, not of public morality.

We would help our students understand that the problem of determining one's personal standard of sexual behavior is complicated by the recognition of a number of alternatives each of which is valued and considered acceptable by some segment of the society.

The educational implications of this situation would lead us to explore values, morals and ethics as we deal with all aspects of interpersonal relationships.

As teachers we have unreservedly committed ourselves to the idea that young people should be taught to think for themselves. Our task now is to provide them with the necessary knowledge and insight into their own feelings, attitudes and emotions.

We cannot do the job alone.

If the schools accept their responsibility, then perhaps the home and the church will redefine their roles.

Dr. Eleanore Luckey, head of the department of child development and family relations at U. of Conn. stated in a recent article in the School Board Journal:

"If the churches are to continue to advocate

> certain specific values--such as premarital chastity, fidelity in marriage, monogamy, no divorce, then they must assume the responsibility to speak out, loud and clear, on these subjects.
>
> "They must do what a public school is a democratic society cannot do: take a value position and defend it. They must work to replace television, movies and magazines as the most effective sex educators in our society."

Certainly we all agree that there is work to be done. It must be a joint effort and it will require the best thinking and planning on the part of the working committees in each school district.

Gardner:

> "The years immediately ahead will test the schools as seriously as any we have known in our history. We have plenty of debaters, blamers, provocateurs. We don't have plenty of problem-solvers. A relevant call to action would address itself to that complacent lump of Americans who fatten on the yield of this society but never bestir themselves to solve its problems, to powerful men who rest complacently with outworn institutions, and to Americans still uncommitted to the values we profess to cherish as a people."

Lesson 11 Family Conflicts

During the human relationship section of this unit there has been little time for the students to discuss in depth many of the suggested topics.

Family living per se has not been presented as a subject for discussion.

There may be questions that the students would like a last chance to ask or discuss.

If not, an opportunity to study ways of improving family relationships may be helpful to most of the participants.

Involvement	Ask the students whether they would welcome an opportunity to further discuss the areas of human relationships already presented -- that is problems of human sexuality, dating, or responsible sexual behavior. There are various supplemental materials available for both the students and teachers in order to stimulate discussion and be exposed to different viewpoints.
Family Conflicts	There is a certain amount of conflict between generations of the parents and young people that cannot be avoided even in the most understanding families.
Issues that cause family disagreements	The class could add their own ideas, or try to choose those areas where most conflict occurs.

1. Friends
2. Curfew
3. Manners
4. Neatness
5. Cars
6. Allowances
7. Clothes
8. Health habits
9. Work

General Suggestions that may help.

Teenagers can help reduce family friction by recognizing why parents behave as they do.

1. Parents may be more shocked by your behavior, such as a dirty joke, whereas they could perhaps accept it from another teenager.

2. When angry, express it rather than let it get so explosive that you can't explain it to anyone, yourself included.

3. Expect parents to get angry too. It relieves tensions to have an immediate but short blowup.

4. Change your room around (if you have your own.)

   New physical arrangements can help reduce emotional tension.

5. Most parents can't help nagging about sloppiness.

   An occasional offer to prepare dinner, wash windows, clean out the garage, mop floors, might end in some positive results -- that is, less nagging.

6. Nighttime may be the best time for you now since it may be a chance for privacy and you are able to accomplish something important.

   However if you overdo it, overtiredness may be a result and tempers flare and moods droop.

7. Sex is one of the biggest concerns in most families.

   Don't stay out too late and let parents in on your social life just enough to prevent them from distrusting you.

   You can't stop them from worrying but trust is important.

Anger and Disappointment	It is quite common that teenagers may feel angry many times toward their parents and it is not necessarily related to any concrete act of the parents. It is just that parents can't help being roadblocks and getting in the way now and then as teenagers seek more independence. Also, in teenage years it is natural to begin to notice the ways in which your parents are humans (They are not perfect). Many of these traits probably were present in your childhood, but now seem more exaggerated. You can reject their ideas or be critical in a way that doesn't hurt them. Parents have feelings too and if you tell them they are ignorant, old-fashioned, without manners, etc. it can hurt them just as if a good friend of your own age said the same things to you.
Involvement	The ideas that have been presented are fairly strong in their advice. Ask the students whether they agree or disagree with the advice. What suggestions would they offer?
Evaluation	Allow at least fifteen minutes for the class to complete an unsigned evaluation of the course. Ask the class for additional remarks concerning the type of Family Living and Sex Education Program that they would consider worthwhile in high school -- at 11th or 12th grade level.

From: Curriculum Office
Grade 9

FAMILY LIVING AND SEX EDUCATION
Final Evaluation

Boy ______ Girl ______ Division ______ Date ______________________

The following information will help us improve the Family Living and Sex Education Course.

Please complete the statements or select the answer which seems more nearly to express your feelings. Please do not sign your name. If there is any question you do not want to answer, you may omit it.

1. How did you feel while attending the class?

______ Quite comfortable
______ A little embarrassed
______ Very uncomfortable (Please explain why)
______

2. Are you learning what you want to know?

______ Yes
______ No (Please explain)

3. What do you like about the course?

4. What do you dislike about the course?

5. Since taking this course have you been able to talk to your parents?

______ More now
______ About the same
______ Not at all (Please explain)

6. Girls, did you have fears about childbirth before taking Family Living and Sex Education?

______ Yes (Please explain)
______ No

7. Has the course helped you in any way? (Please explain)

_________ Yes
_________ No

8. How has last year's course helped you this year?

9. What problems or worries still remain with you?

10. Did your parents attend any parent companion course?

_________ Yes
_________ No

Lesson 12 Summary

Evaluation

Time should be given during Lesson 10 for students to complete a confidential evaluation sheet covering all phases of Family Life and Sex Education Course.

Emphasis should be placed on the fact that the student's honest opinions are important to the evaluation of the program.

As this is a new program, their viewpoints will be studied carefully when developing future courses.

Special care should be taken to protect each student's right of privacy.

Data from these evaluation sheets will be tabulated by divisions.

During the last lesson of the course, the results should be reported to each group.

It is important that the students know the feelings of their classmates.

Oral Questions

It is hoped that students will leave the course with their immediate questions answered, misunderstandings clarified, and concerns lessened.

One last opportunity is extended to the students to ask any questions they may still wish an answer to.

Summary of the Course

If the class has relaxed and the instructors feel comfortable with the subject, a dialogue centered class can be held with the students freely expressing their opinions of the course, how it was handled, where it should be taught, how they think the course could be improved, what parts of the course were good and should be continued, what topics should have been studied in greater depth, what might have been omitted, their reactions and the reactions of others to the course, and any other topics the students may wish to discuss.

GLOSSARY

Aberration - deviation from what is right, true and normal

Abdomen - the section of the trunk below the chest, containing the stomach, intestines, liver, and internal sex organs of the male and female

Abortion - the emptying of the pregnant uterus of its contents. The expulsion of the fetus and placenta for any cause.

Acne - a skin disease usually causing pimples on the face, etc

Adolescent - a person in the stage of growth between childhood and adulthood, lasting approximately 10 years from puberty to the early 20's

Adrenalin - a drug made by the adrenal glands that stimulates the heart

Adrenals - two ductless glands on top of the kidneys in mammals

Anatomy - the structure of an organism

Amniotic sac - a fluid-filled sac that serves to protect the embryo

Anus - the opening at the lower end of the alimentary canal

Attitude - a manner showing one's disposition

Bartholin's glands - two secreting glands found at either side of the vaginal entrance

Birth canal - see vagina

Bladder - a sac in the pelvic cavity which holds urine flowing from the kidneys

Breech birth - childbirth in which the baby is presented buttocks first

Bulbourethral (Cowper's) glands - tubular glands that secrete into the male urethra

Cervix - the narrow portion of the uterus that forms its lower end and opens into the vagina

Cesarean birth - a method of childbirth in which a surgical incision is made through the abdominal wall and uterus

Chancre - an ulcer or sore caused by the syphilis bacterium. It is usually the first sign of syphilis.

Chromosome - one of several rod shaped bodies found in the nucleus of all body cells, which contains the genes, or hereditary factors

Cilia - small hairlike processes inside the fallopian tubes

Circumcision - an operation performed on boys (usually when babies) in order to remove the cap of foreskin covering the tip of the penis

Clitoris - small highly sensitive erect structure in the female located just above the urethral opening

Coitus - another term for sexual intercourse

Complexion - the color, texture of the skin, especially of the face

Conception - the physiological uniting of sperm and egg

Congenital - present at birth, but not necessarily inherited

Contraction - a muscular action; the drawing up of a muscle

Copulation - term used for sexual intercourse among animals

Corpus luteum - temporary endocrine gland formed in the ovary after ovulation; it secretes estrogen and progesterone

Cytoplasm - portion of a cell between the cell membrane and the nucleus

DNA - any of the class of nucleic acids that contain deoxyribose found chiefly in the nucleus of cells, and that functions the transference of genetic characteristics, and in the synthesis of protein

Duct - a tube in the body through which a fluid moves

Ejaculation - the expulsion of male semen

Ejaculatory duct - anatomical junction of the vas deferens and the duct of the seminal vesicle with the male urethra. It is embedded in the prostate gland.

Elimination - to excrete; to get rid of

Embryo - the unborn young in its early stage of development -- in man, from one week following conception to the end of the second month

Emotion - any specific feeling, as love, fear, anger, etc.

Endocrine - having to do with the secretion of hormones into the bloodstream

Endometrium - the lining of the uterus

Epididymis - the network of tiny tubes in the male that connects the testes with the sperm duct

Erection - the condition of the penis becoming engorged with blood causing it to become larger and firm

Estrogen - female sex hormone produced by the ovaries

Ethics - the study of standards of conduct and moral judgment

Etiquette - the terms, manners, etc. conventionally acceptable or required in society, a profession, etc.

Fallopian (uterine) tubes - the egg conducting tubes that extend from each ovary to the uterus

Fertilization - the union of the egg and the sperm which starts the growth of a new life

Fetus - a fully developed embryo; the unborn child after the second month

Follicle stimulating hormone (FSH) - a hormonal substance released by the pituitary gland to stimulate the ovaries

Foreskin - a retractable fold of skin found over the head of an uncircumcised penis; also termed the prepuce.

Fraternal twins - unlike twins; those which grow from two separate fertilized eggs. They may be the same or opposite sex.

Genes - very small chemical units which make up a chromosome, and which are the basic carriers of hereditary traits

Genitals - the sex or reproductive organs

Gestation - that period of time extending from conception to childbirth; pregnancy

Gland - an organ of the body that secretes a chemical substance

Gonadotropic hormones - pituitary secretions that stimulate the sex glands

Gonococcus - the bacterium that causes gonorrhea

Gonorrhea - a venereal disease

Graffian follicle - tiny sac in which egg cell is enclosed in the ovary

Gynecology - the medical science that deals with the treatment of disorders of the female reproductive system

Heredity - the transmission of bodily traits and characteristics or of diseases from parents to offspring

Heterosexual - one whose sexual interests are directed toward a member of the opposite sex

Homosexual - sexual attraction to, or sexual activity with, members of one's own sex

Hormone - a chemical substance produced by the endocrine glands that has a specific effect on the activities of other organs in the body

Hymen - a membrane that partially covers the external opening of the vagina

ICSH - a hormone produced by the anterior lobe of the pituitary gland that, in the female, regulates the development of the corpus leteum and, in the male, stimulates the interstitial cells of the testis to produce testosterone

Identical twins - twins of the same sex which look almost exactly alike and which develop from a single fertilized egg

Incubator - a heated apparatus in which premature babies are kept for a period

Infatuation - immature love; strong feelings toward the opposite sex of a temporary nature

Kidney - either of a pair of glandular organs which separate waste products from the blood and excrete them as urine

Labia - folds of skin covering the female sex organs

Lesbian - female homosexual

Luteinizing hormone (LH) - pituitary hormone that stimulates the gonads

Leuteotropic hormone (LTH) - a hormone secreted by the pituitary gland directly after childbirth to stimulate and maintain milk production in the mammary glands

Masturbation - self stimulation of the sex organs

Maturation - process of bringing or coming to full development

Mature - brought by natural process to completeness of growth and development

Menarche - the first menstrual period; the establishment of menstruation

Menopause - the period of cessation of menstruation in women occurring usually between the ages of 45 and 55

Miscarriage - spontaneous expulsion of a fetus from the uterus before it is able to live

Moral - dealing or concerned with establishing principles of right and wrong in behavior

Multiple birth - more than one child born at once

Navel - a depression in the middle of the abdomen; umbilicus

Nipple - the protuberance of a breast, or mamma, upon which, in the female, the ducts open

Nocturnal emission - an involuntary male ejaculation of semen during sleep

Nucleus - the center spot or core of a cell which contains the chromosomes

Orgasm - sexual climax

Ovary - one of the two female organs in which the egg cells are formed

Ovulation - the release of a mature egg from the ovary

Ovum (pl. ova) - female egg cell

Oxytoxin - a hormone produced by the posterior lobe of the pituitary gland that stimulates contraction of the smooth muscle of the uterus

Peers - boys and girls in the same age group

Pelvis - the cavity formed by the hipbones and the back bone

Penis - the male sex organ through which sperm cells and urine leave the body

Personality - The totality of an individual's characteristics
Petting - sexual contact that excludes sexual intercourse
Physiology - the science dealing with the normal functions of living things or their organs
Pituitary gland - master gland located in the head that is responsible for the proper functioning of all other glands, especially the sex glands
Placenta - a flat spongy structure that connects the fetus to the uterus by means of the umbilical cord, and through which the fetus is fed and waste products are eliminated
Pores - minute openings in an animal or vegetable membrane for transpiration, absorption, etc.
Pornography - sexually arousing material in literature, art, motion pictures, etc.
Pregnancy - the condition of having a developing baby in the uterus, the period from conception to birth
Premature babies - babies born ahead of time with a possibility of survival
Progesterone - a hormonal substance produced by the corpus luteum; it prepares the uterus for implantation and maintains pregnancy
Prostate gland - a gland in the male located near the bladder that secretes a fluid that is part of the semen
Puberty - the time when a person reaches sexual maturity or is able to reproduce
Pubic region - the area where the external sex organs are located
Rape - forcible sexual intercourse with a person who does not give consent
Rectum - the terminal part of the intestine
Reproduction - the process by which plants and animals give rise to offspring
Scrotum - skin-like sac containing the testes
Semen - fluid containing sperm secreted from the male reproductive organs
Seminal emission - involuntary male ejaculation of semen during sleep
Seminal vesicles - glands located near the prostate which secrete fluids that are part of the semen
Sex - one of two divisions of humans; male or female
Sexual intercourse - the name of the sex act between the male and female
Siamese twins - identical twins not completely separated
Sibling - one of two or more children of the same parents, but not necessarily of the same birth
Sperm - mature male reproductive cell
Spermatogenesis - the physiological process whereby sperms are produced
Sterile - a man or woman unable to become a father or mother
Sweat gland - a gland which secretes perspiration
Syphilis - a venereal disease
Tampon - absorbent-type material that is inserted into the vagina to absorb the menstrual flow
Teat - the nipple of the breast
Testis (pl. testes) - one of the two male organs which produces sperm
Testosterone - male sex hormone produced by the testes
Thyroid gland - a large ductless gland below the pharynx or in the neck, lying close to the larynx in man
Thyroxine - the active principle of the thyroid gland; the hormone of the thyroid gland which regulates the metabolic rate
Umbilical cord - ropelike structure connecting the fetus with the placenta

Umbilicus - the scar on the abdomen where the umbilical cord was attached; the navel

Ureter - the duct which carries away the urine from a kidney to the bladder

Urethra - the canal which in most mammals carries off the urine from the bladder and in the male serves also as a genital duct

Uterus - the hollow pear-shaped organ in the female where a baby develops before birth

Urine - a gluid excretion from the kidneys

Vagina - the canal in the female extending from the uterus to the outside of the body; the woman's organ for sexual intercourse and the canal through which the baby is born

Vas deferens - small tubes connecting the testes with the internal organs of the male

Venereal desease - a disease transmitted mainly by sexual intercourse

Vulva - the external sex organs of the female

Womb - the uterus

X Chromosome - female sex chromosome

Y Chronosome - male sex chromosome

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